DOCUMENT RESUME

ED 351 136 PS 020 894

AUTHOR McFarland, Suzanne L.
TITLE Extending "The Neighborhood" to Child Care. Research Report.
INSTITUTION Public Broadcasting Foundation of Northwest Ohio, Toledo.
SPONS AGENCY Corporation for Public Broadcasting, Washington, D.C.
PUB DATE 92
NOTE 87p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Check Lists; *Child Caregivers; *Childrens Television; Cognitive Development; *Day Care Centers; Early Childhood Education; Educational Television; Family Day Care; Nonprofit Organizations; Parent Attitudes; *Preschool Teachers; Proprietary Schools; *Prosocial Behavior; Questionnaires; Social Development; Teacher Attitudes; Television Surveys; Television Viewing; *Young Children
IDENTIFIERS Child Behavior; *Mister Rogers Neighborhood; Ohio (Toledo); Sesame Street

ABSTRACT

This study of the use of television in full-day child care tested a variety of ways to use the Public Broadcasting Corporation's television program Mister Rogers' Neighborhood in child care programs. Part 1 presents the results of an initial survey of child care centers and home care providers in the Toledo, Ohio metropolitan area, while part 2 discusses a 5-month study of the use of Mister Rogers' Neighborhood and accompanying support materials at 27 day care centers. Observations of teachers and children, and written and verbal feedback by teachers, parents, and center directors, were assessed. It was found that Mister Rogers' Neighborhood helped child care teachers and providers enhance the emotional development of preschool children, and that parents had positive attitudes toward the use of "quality children's programming" in child care. Thirteen appendices include various teacher, parent, and director survey questionnaires, viewing schedules, planning and activity logs, and student observation forms. (MDM)

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EXTENDING "THE NEIGHBORHOOD" TO CHILD CARE

RESEARCH REPORT

Dr. Suzanne L. McFarland

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Extending "Mister Rogers' Neighborhood" to Child Care is a research and demonstration project of WGTE, The Public Broadcasting Foundation of Northwest Ohio. This project is funded by the Corporation for Public Broadcasting and is conducted in cooperation with Family Communications, Inc., producers of "Mister Rogers' Neighborhood."

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INTRODUCTION

Extending "The Neighborhood" to Child Care: A Research and Demonstration Project took place in 1990-91, sponsored by WGTE, Public Broadcasting Foundation of Northwest Ohio. ("The Neighborhood" refers to the television series *Mister Rogers' Neighborhood.*) The study was funded by the Corporation for Public Broadcasting and conducted in cooperation with Family Communications, Inc. (producers of *Mister Rogers' Neighborhood*) and the University of Toledo (Ohio).

Overall, the study was designed to address the following objectives:

- to determine the present use of television in full-day child care environments
- to test a variety of ways to use *Mister Rogers' Neighborhood* in child care programs in order to determine which interventions and conditions most effect changes in attitudes and behaviors of preschool children, their parents and their child care providers.

Perspective

Research has confirmed that significant adults who interact with children over time influence their prosocial behavior and feelings of worth. Studies conducted in the 1970s (Friedrich-Cofer et al., 1979) confirmed that *Mister Rogers' Neighborhood* programs help young children develop prosocial behaviors. In addition, viewer letters and testimonials received by Family Communications, Inc., over the years suggest that Fred Rogers' modeling of positive nurturing behavior in his television programs can enhance self-esteem and nurturing behavior in adults and children.

New emphasis is being placed currently on the development and role of positive self-esteem as a means to help children resist the choices that lead to drug and alcohol abuse, early pregnancy, school failure and dropping out. With this in mind, ***Extending "The Neighborhood" to Child Care*** was designed to test *Mister Rogers' Neighborhood* as a way to help child care providers nurture the self-esteem of the children in their care.

Project Philosophy

The design and activities related to this project were at all times planned to preserve the integrity of the child care environment so as to have as little disruption as possible on the children and their teachers. Children were never removed from their classrooms nor were standardized testing measures used as a source of data. Although teachers were asked to watch *Mister Rogers' Neighborhood* with the children in their care at least three times a week, they chose the days, and in the case of the groups that watched the program off tape, they chose the time. Teachers were provided with support materials and the use of these materials was monitored, not prescribed.

This philosophy was the project's greatest asset and its greatest liability. By using this philosophy as a guide to help in the design and implementation, quality early childhood values were upheld. On the other hand, the implementation of this philosophy meant that

the tight control that is often sought in human subject research was not always possible. This was in some ways compensated for by the independent collection of self-report data from teachers, directors, and parents, thereby validating the results through consistency across data sources.

Project Structure and Staff

In order to address the two objectives, the project was broken down into two major components: an initial survey and a five-month study. Research Director for the project was Dr. Suzanne McFarland, Professor of Early Childhood Education at The University of Toledo. The training and teacher support component was conducted by Renee Marazon, Chairperson of the Department of Early Childhood Education at Lourdes College, and by Karen Roadruck, WGTE's Project Coordinator, who is an early childhood education specialist and a former child care center director.

PART ONE: INITIAL SURVEY RESULTS

In October 1990, WGTE sent a total of 331 initial surveys to all licensed full-time child care centers and home child care providers in the Toledo metropolitan area (see Appendix A, p. 61). The survey was designed to determine:

- how many of these providers used television and/or video;
- of these, the amount of time spent using television;
- the type of programs used (PBS, network, children's videos);
- how these were used;
- the time of day that children watched television and/or video while in the child care environment; and
- which providers would be willing to participate in a five month study.

As an incentive, a *Mister Rogers' Neighborhood* audio tape or record was sent to each center/provider who returned the survey. Data was received from all 84 centers from a combination of returned forms and follow-up calls, and from 51 home care providers, making a total of 135 returns. (A response rate is not calculable, because the number of duplicate addresses among home care providers is not known. This occurred because two home care lists were used from different community agencies, one of which had a "protected" list. That community agency thus distributed the surveys itself.) The following data analysis was based solely on the forms returned by mail from 64 centers and 51 home providers and excludes data from follow-up calls.

The results of the survey are explained below.

TV and Video Use In Child Care

Television and video are used in all types of child care settings. Figure 1 displays the patterns of TV and video use by type of child care program: profit, not-for-profit, and home care. Video or videos coupled with TV use are the most often found patterns. Less than 8% of the for-profit child care centers, not-for-profit child care centers and child care homes use TV without the use of videos.

Three-and-one-half percent (3.5%) of the not-for-profit centers and 6% of the child care homes do not use TV or videos. However, 17% of the for-profit centers indicated that no TV or videos are watched. The reasons given for not using TV or videos were divided between belief that children should be engaged in active learning, and lack of finances to purchase the equipment. Of the home providers who indicated that no TV or videos were used, all stated that they cared for infants.

Not-for-profit centers indicated a preference for video use only, while 6% of the homes used only videos. For-profit centers were nearly equal in their viewing patterns with 43% using videos only and 34% using both TV and videos. (Figure 1, p. 25.)

Types of Videos Shown In Child Care

Videos shown in child care settings can be categorized into the following types:

- Children's videos such as Care Bears, Mercer Mayer Short Stories, tapes on safety, letters, etc.
- Full-length movies such as "Land Before Time," "Bambi," and "Little Mermaid"
- Music videos
- Cartoons
- TV specials such as holiday specials that are aired on the major networks and taped by the providers.

Providers seemed to use commercial video rental outlets, personally owned videos, public libraries, and taping from TV as the sources for their videos.

Types of TV Shows Shown in Child Care

Thirty-one different shows were listed by the centers and home providers as shown to children in their care. For the purposes of displaying this data, the programs were grouped according to the type of TV channel that aired the programs. The broadcast and cable channels used included: PBS, Nickelodeon, Disney, major networks (NBC, CBS, ABC), and other (TNN, USA, independent local stations). The percentages were calculated by tallying the total number of times each show was listed on the returned surveys. More than one show could be listed by each provider. Figure 2 summarizes the types of TV programs shown by the respondents. The data shows that PBS is the channel of choice for child care providers, particularly the not-for-profit centers. The TV viewing patterns of home child care providers were much more diverse. In fact, the home providers reported that children in their care viewed 27 different programs while for-profit centers and not-for-profit centers reported that children in their care viewed 13 and 5 different shows respectively. (Figure 2, p. 26.)

Sesame Street and Mister Rogers' Neighborhood

Of all the TV shows that are viewed by children in child care, *Sesame Street* and *Mister Rogers' Neighborhood* account for the highest percentage of TV viewing. Figures 3, 4, and 5 display the use of *Sesame Street* and *Mister Rogers' Neighborhood* using three different bases of comparison. Figure 3 displays the percentage of for-profit centers, not-for-profit centers, and child care homes that show *Sesame Street* and *Mister Rogers' Neighborhood* from all the returned surveys in each type of program. Clearly the largest group of *Sesame Street* viewers are the home child care providers.

Figure 4 displays the percentage of for-profit, not-for-profit and child care homes that show *Sesame Street* and *Mister Rogers' Neighborhood* separate from those that use TV or TV and videos. *Sesame Street* is the most viewed program in child care environments that use TV. *Mister Rogers' Neighborhood* is next in popularity, but enjoys more use in center-based than in home-based care.

As part of the analysis of the survey data, a frequency chart was compiled with each TV program viewed by children in child care, as well as the number of child care programs that reported viewing each different show. From this data, Figure 5 was generated. This figure shows the percentage of total viewing that is accounted for by the use of *Sesame Street* and *Mister Rogers' Neighborhood* in for-profit, not-for-profit, and child care homes. In not-for-profit centers, *Sesame Street* accounts for nearly 50% of total TV viewing while *Mister Rogers' Neighborhood* accounts for 8% of the viewing in home child care. (Figures 3, 4, and 5, pp. 27-29.)

Reasons for TV and Video Use

The reasons given by the providers for their use of TV viewing are displayed in Figure 6. There is much consistency for TV viewing. Basically the same reasons are given for all types of programs: education, quiet time or transition time. Not-for-profit centers tend to state that TV viewing is used at transition times more than in homes or for-profit centers. (Figure 6, p. 30.)

Reasons For Viewing Sesame Street and Mister Rogers' Neighborhood

Figure 7 displays the reasons why *Sesame Street* is shown in for-profit centers, not-for-profit centers, and child care homes. The reason most often given for showing *Sesame Street* by child care providers was for educational purposes - 73%. Fifty percent (50%) of the not-for-profit centers use *Sesame Street* for quiet time.

Figure 8 displays the reasons why *Mister Rogers' Neighborhood* is shown in for-profit centers, not-for-profit centers and child care homes. Fifty percent of the for-profit and not-for-profit centers that show *Mister Rogers' Neighborhood*, do so to provide quiet time. This percentage is surpassed only by the 59% of the home providers who show *Mister Rogers' Neighborhood* because the children "like it." (Figures 7 and 8, pp. 31-32)

Daily Average Time for Off Air TV Viewing

From the information on the surveys about when and how often the children watch TV, daily averages of off air TV viewing time was calculated for each type of child care setting. The children in for-profit centers spend an average of 54 minutes a day in TV viewing with a range of two (2) hours per week to two (2) hours per day. Children in not-for-profit centers spend an average of 71 minutes per day in TV viewing with a range of two (2) hours per week to two (2) hours per day. Children in home child care spend an average of 85 minutes per day in TV viewing with a range of 2 hours per week to 4 hours per day. Sixty-seven percent of all providers reported that TV is shown 1 to 2 hours per day. (Figure 9, p. 33.)

There are limitations to the accuracy of this data. First, not all respondents to the survey gave the amount of time the children spent watching a particular show. Second, the daily averages do not include time spent viewing videos. Providers also show a combination of TV and videos, some in the same day. Therefore, the time averages are probably low for total time spent viewing the TV screen.

Time of Day Children View Television

Figure 10 displays the times when TV is watched in centers and homes. The large percentage watching between 8 and 9 a.m. for the homes and between 4 and 6 p.m. for both centers and homes reflect the times that *Sesame Street* and/or *Mister Rogers' Neighborhood* is aired. The data do not tell us if these are times that providers prefer to use TV or if the times just reflect their preference for *Sesame Street* and *Mister Rogers' Neighborhood*. (Figure 10, p. 34.)

Initial Survey Summary

The survey results established the widespread use of both TV and videos in child care. However, many survey respondents commented about the need to use only those shows and videos that are appropriate for young children. Thus, the high percentage of providers use programming that is found on public television. PBS has become synonymous with quality TV and providers seem to feel "safe" using these programs.

Children in home child care see the most variety of shows. One reason for this is that most homes seemed to be using cable channels as well as local channels, thus increasing the choices. Not-for-profit centers were the most restrictive in the number of programs that they watched with only two non-PBS shows being used.

It was clear from the survey responses that the use of TV gave home providers some "down time" that they could use to prepare meals, care for younger children, and as one provider said, "put my feet up and read the paper." Teachers in center-based care were more likely to view the programs with the children although some teachers used the time when children were viewing TV as a time to do lesson plans or rotate breaks among the staff.

TV for the children was seen as a time to relax, be quiet or make the transition to another part of the day. The survey results also clearly indicated the use of *Sesame Street* for educational purposes. Some home providers are showing *Sesame Street* as many as three times a day and many providers said they showed *Sesame Street* so children could learn their letters and numbers. Seventy-three percent of the home providers who show *Sesame Street* state that they do so for educational reasons. This percentage drops to 36 and 37.5 percent respectively in for-profit and not-for-profit centers. It could be that home providers do not see themselves as "teachers" and are more comfortable using another source to provide "education," whereas center providers offer "educational" activities and therefore are not as inclined to see *Sesame Street* as primarily an educational vehicle.

One other important difference exists between the centers and homes relative to the use of TV. That is the age range of the children watching the programs. In centers, the ages range from 2 to 6 while the homes range from 1 to 9 with all ages reportedly watching at the same time.

Another striking characteristic was evident from the survey data. The use of the programs for the most part is unrelated to other components of the child care program. At best, providers may talk with the children about the programs, but no indication was given that the content of the programs provides the stimulus for other activities.

Overall, the data suggest that there is a viewing market in child care for the use of TV, particularly PBS. With that, a need exists to offer providers ways in which TV can be extended to help children operationalize the facts or ideas that they are exposed to as they watch. This will be particularly challenging in homes where children of different ages may be viewing the same program at the same time.

PART TWO: THE FIVE-MONTH STUDY

Methods

Child care providers were asked to watch *Mister Rogers' Neighborhood* with their groups of children either off air or off tape and log the days and time they watched the program as well as record their use of the support materials - a newsletter (Child Care Channel) and an activity book that supports and extends *Mister Rogers' Neighborhood* (Mister Rogers' Plan and Play Book). In addition, some of the teachers also received monthly training sessions. This resulted in four experimental conditions: by type of viewing (off air or off tape); and by type of teacher support (newsletter with Mister Rogers' Plan and Play Book; or newsletter, with Mister Rogers' Plan and Play Book and with monthly training sessions). Teachers and children were observed six times throughout the study. The teachers' behaviors were coded using a slightly modified version of Early Childhood Teacher Observation Checklist (Briggs, 1987). Children's behaviors were coded using the categories set forth by Friedrich-Cofer et al., 1979.

Subjects

Centers. Twenty-seven centers from those whose directors volunteered to participate were randomly assigned to one of four treatment conditions in order to balance for size of center, type of child served, location of center (urban, rural, suburban) and profit or not-for-profit status. After the centers were assigned, two centers decided not to participate; thus, a total of 25 centers participated. See Appendix B (p. 63) for a description of the centers' characteristics by condition.

Teachers. Each director was asked to nominate two preschool teachers from her center who were willing to participate in the study. One teacher was chosen from the nominees from each center with a second teacher chosen from four centers to balance for number. A total of 29 teachers participated. Teachers were selected to balance for age, years of experience, type of training, and age of the children in their care. See Appendix B (p. 63) for a description of the teachers' characteristics by condition.

Children. Six to eight children from each teacher's class were included in the study. These selections were made from the children who had parental permission to be observed in order to balance for age, sex, and race. See Appendix B (p. 63) for a description of the children's characteristics by condition. For the purposes of statistical analysis, a sample of 72 children was randomly selected from those with six completed observations, thus there were 18 children in each of the four conditions.

Observers. Thirteen female observers were employed to conduct six observations of each teacher and each child participating in the project. Six were early childhood professionals, each studying for her master's degree. Seven were mature women who were either retired from or working in a professional area. The observers received two, three-hour training sessions plus one debriefing meeting and one short meeting to pick up materials.

The two, three-hour training sessions were held prior to the first set of two observations and prior to the second set of two observations. The design and purpose of the study was

reviewed with the observers, but not the specific treatment of the teachers. Video tapes of teachers and children were used to simulate the observation process and acquaint the observers with the observation tools and the procedures for their use.

Viewing Schedules and Activity Logs

Each teacher was provided with forms for each month of the study on which to record the days and times that *Mister Rogers' Neighborhood* was watched as well as to record the types of activities that were used from the Mister Rogers' Plan and Play Book. (Appendices C & D, pp. 64-65.)

Attitude Surveys

At the beginning and end of the study, both the teachers and parents of the children in the participating classrooms were asked to fill out an attitude survey about the use of television in child care and specifically how they felt about the use of *Mister Rogers' Neighborhood, Sesame Street* and cartoons in child care. (Appendices E & F, pp. 66-67.)

Exit Surveys and Interviews

At the end of the study, the teachers who participated completed a final survey instrument. All teachers were also interviewed at the end of the study. Two types of exit instruments were developed in order to test the consistency of the information as well as give the teachers who did not feel very comfortable or proficient with expressing themselves in writing, an opportunity to express themselves verbally. (Appendices G & H, pp. 68 &76.)

Each center director was also asked to respond to a brief written exit survey. (Appendix I, p. 78.)

Experimental Procedures for Observations

Each teacher and child in the study was observed six times. Observations 1 and 2 were made within a two-week time period at the beginning of the five-month study; observations 3 and 4 were made within a three-week time period (because of spring vacation schedules) in the middle of the five-month study; and observations 5 and 6 were made within a two-week time period near the end of this five-month study.

Observers were randomly assigned to conduct the observations at times that were mutually convenient for teachers and observers, such as when children were engaged in non-teacher-directed activities and when teachers were interacting freely with children. No attempt was made to observe children or teachers during their TV viewing time since the intent of the study was to investigate the effects of *Mister Rogers' Neighborhood* on the behavior of teachers and children. No teacher was ever observed more than once by the same observer. In a few cases, observers did observe the same child twice when make-up observations had to be scheduled.

The order in which the teacher and children in each classroom were to be observed was randomly assigned by observer. For example, the order could be Child (C), Teacher (T), C, C, C, C, C, or C, C, C, C, C, T, C. Sometimes the order had to be changed to accommodate the center's schedule.

For the first observation, the observers were given a list of all the children who had parental permission to be observed in the classrooms to which they were assigned. Since the project staff would not know which children would be in attendance on the particular day of the observation, each observer chose a group of six to eight children from the list in order to balance for age, sex and race. The lists were left in the centers' offices for the observers who were conducting the second observations so they would know which children to observe. For subsequent observations, observers received lists of the names of children they were to observe in each classroom.

The observers were asked to be as non-intrusive as possible so they could record the spontaneous behavior of children and teachers.

Procedures for Coding Observational Data

Teachers. The six, 20-minute teacher observations were coded using a modified version of the Early Childhood Teacher Observation Checklist (Briggs, 1987). (Appendix J, p. 79.)

The observers analyzed the teachers' behavior by episode. An episode was defined as the time a teacher spent interacting with one child or group of children until she changed her attention to another child or group of children. Multiple episodes, therefore, could be recorded at the same or different activity areas or with the same or different classroom materials. For each episode, the observer placed a tally mark by each behavior that was noted in each of the following categories: Enhancing Cognitive Behavior; Enhancing Emotional Health and Self-Concept; Enhancing Social Competence; and Enhancing Physical Competence, Health and Safety. No behavioral characteristic could receive more tallies than the total number of episodes recorded. For the purposes of analysis, all tallies in each of the four categories noted above were added together to yield the four categorical scores for each teacher and for each observation.

Children. The six, five-minute child observations were coded using the behavioral characteristics as set forth by Friedrich-Cofer et al., 1979. The behaviors were categorized as follows: Positive interpersonal behavior with peers; Prosocial behavior with peers; Positive social interaction with adults; Imaginative play; Assertiveness and aggression, demandingness to peers; Prosocial aggression; and Hostile aggression. (Appendices K & L, pp. 81-82.) The children's behaviors were recorded by minutes. Thus, a child could receive up to five tallies in each category during each observation. For the purpose of analysis, the tallies in each of the seven areas were added together to yield categorical scores for each observation for each child.

Experimental Procedures for Self-Report Data

The self-report data that was generated by teachers and directors was analyzed by type of question with a variety of techniques being used as appropriate to the type of question asked. For the most part, percentages were calculated either by type of condition or

across all teachers in the study to show their opinion. The Results Section highlights the types of questions asked and reports the results.

Design

There were two independent variables in the study - each with two levels. These were the Type of Viewing - off air or time shift (off tape) and Type of Teacher Support - newsletter with Mister Rogers' Plan and Play Book; or newsletter with Mister Rogers' Plan and Play Book and with monthly training. (Figure 11, p. 35.)

Off Air. *Mister Rogers' Neighborhood* was broadcast locally at 11:00 a.m. and 5:00 p.m.

Off Tape. Centers were to tape the shows that they wanted to watch for viewing at a later time and/or date.

Newsletter - Child Care Channel. The monthly newsletter had the themes for each month's programs of *Mister Rogers' Neighborhood*, a summary of each week's theme plus some thoughts and suggestions for the use of *Mister Rogers' Neighborhood*, pertinent articles about TV use with children and/or articles about some aspect of *Mister Rogers' Neighborhood*.

Mister Rogers' Plan and Play Book. Two copies of Mister Rogers' Plan and Play Book, 1983 edition, were given to each center participating in the study along with a 15-minute tape explaining how to use the book. The book contains information about each *Mister Rogers' Neighborhood* episode and highlights a suggested activity for each episode to further develop the themes and experiences. The book also contains messages from Mister Rogers, summaries of the weekly themes, supplemental activities, and the words and music to songs used in programs.

Training. The teachers from two of the four treatment groups were required to attend monthly training sessions. These monthly training sessions were held for two hours each on the third Saturday morning of each of the five months. Teachers were treated to a breakfast of bagels, danish, juice, coffee and tea at each session. Teachers who attended four or five of the five sessions received $10 per session to help defray the costs of travel and/or child care.

Training Format. The focus of the first training was to introduce teachers to the philosophy and format of *Mister Rogers' Neighborhood*, and to show them how they could use *The Mister Rogers' Plan & Play Book* to supplement their viewing with related activities.

Subsequent workshops continued to foster more of an interactive environment, as the caregivers gathered to discuss individual situations and to share ideas. After four sessions, each a month part, child care teachers learned how they could use *Mister Rogers' Neighborhood* creatively and developmentally in their daily curriculum.

Analysis

Data from the six sets of observations (both child and teacher) were analyzed using a series of two-way analyses of variance to determine the effect of program viewing on behavior across time and treatment condition. A series of two-way analyses of variance were also computed to determine the effect of child age, sex and race on child behavior and the effects of age, years of experience and type of training on teacher behavior.

RESULTS

The data were collected in two ways - through observations of teachers and children and through written and verbal feedback by teachers, parents and center directors. This section highlights the results of the analyses of both types of data.

OBSERVATIONAL DATA

Teacher

Within Subjects Repeated Measures. A series of two-way analyses of variance that included within subjects repeated measures were computed to determine the effects of time and condition on each of the categories of teacher behavior as defined by the Early Childhood Teacher Observation Checklist. A review of these analyses indicated that there were no time by conditions effects, but across the length of the study there were changes in teacher behavior that reached the .05 level of confidence or beyond for Enhancing Social Development, Enhancing Emotional Development and Enhancing Physical Development. Tables 1, 2, and 3 (pp. 42-44) summarize these results. The analysis of variance for Enhancing Cognitive Development showed no significance. (Table 4, p. 45.)

A review of the directions of the means for each of the six teacher observations by category of behavior indicated a continual increase in the number of times the teachers demonstrated behaviors in Enhancing Emotional Development. Although significant, the pattern was not quite as strong for Enhancing Social Development since the means increased up to observation four and then decreased to the level of observation three for observations five and six. However, the mean for observation six was higher than the mean for the first observation showing some treatment effect.

The pattern of the means across observations for Enhancing Physical Development showed an increase up to observation three and then the means fluctuated for the last three observations, indicating no clear pattern.

Between Subjects Repeated Measures. The teacher observational data were also analyzed using two-way analyses of variance to determine the between subjects differences across the six observations that could be accounted for by type of teacher training, years of experience and age of teacher. There were no differences that reached the .05 level of confidence or above on teacher behavior as a result of age or years of experience. However, when the data were analysed by type of teacher training, there was a significant difference for time but not education x time on Enhancing Emotional Development, Enhancing Cognitive Development and Enhancing Physical Development across the six observations. The area where the clearest pattern emerged was for Enhancing Emotional Development where the means increased across five observations and declined in the sixth observation. The directional patterns of the means for Enhancing Cognitive Development and Enhancing Physical Development showed increases up to observation four and then declined. (Tables 5, 6 & 7, pp. 46-48)

There were no significant differences on Enhancing Social Development. (Table 8, p. 49.)

Children

Within Subjects Repeated Measures. A series of two-way analyses of variance that included within subjects repeated measures were computed to determine the effects of time and condition on each of the seven categories of observed child behavior - positive interpersonal behavior (PIB), prosocial behavior with peers (PB), positive social interactions with adults (PSA), imaginative play (IP), assertive aggression (AA), prosocial aggression (PA), and hostile aggression (HA). There was both a time and a time by condition effect for PIB and AA, but the means fluctuated within each condition for each, and therefore, no clear patterns of change were evident for either behavior. (Tables 9 & 10, pp. 50-51.)

The two-way analysis of variance for HA yielded both significant time and time-by-condition effects. The within-condition means for each of the six observations showed decline in this behavior although there was some fluctuation. Overall, across all observations these means showed the clearest pattern for all the categories of child behaviors with HA decreasing across the study for all four conditions. (Table 11, p. 52.)

There was no significant time or time-by-condition effect for PB, PSA, IP, and PA. (Tables 12-15, pp. 53-56.)

Means By Age, Sex and Race. Means were computed for each of the seven observed child behaviors by sex, age and race. Means were comparable for sex and race across behaviors, but the patterns of the means by age did show slight differences. (Tables 16,17 & 18, pp. 57-59.)

In summary the age patterns indicated that:

- The younger children (3- and 4-year-olds) had the least amount of positive interpersonal behavior and prosocial behavior toward their peers.
- These younger children had the most amount of positive interaction with adults, whereas the older children (5- to 6-year-olds) had the least.
- The older the child, the more imaginative play the child demonstrated.
- Older groups of children demonstrated the most assertive aggression toward their peers.

Teacher Written and Verbal Feedback

At the end of the five-month study, all teachers who participated were asked to complete a lengthy survey (see Appendix G, p. 68). The following are the results of that survey by type of information solicited.

VIEWING SCHEDULE AND PATTERNS

Viewing Logs

Teachers recorded the days and times they viewed *Mister Rogers' Neighborhood* either off air or from tape. The results indicate that centers that viewed *Mister Rogers' Neighborhood* off air watched slightly more times per week than centers that watched off tape. (Figure 12, p. 36.)

Choice of Days. Teachers in the study were asked to view *Mister Rogers' Neighborhood* with their children at least three times per week. Decisions about which days to watch fell into four categories. These categories along with corresponding percentages of the teachers who chose for that reason are (1) days children in study were in attendance, 18%; (2) program content, 23%; (3) accommodation to teacher or center schedule, 36%; and no choice - viewed daily, 23%. (Figure 13, p. 37.)

Delayed Viewing Schedule. Two condition groups in the study taped *Mister Rogers' Neighborhood* and then viewed the program at their convenience. Those teachers made viewing decisions based on room/TV availability or a convenient time in their schedule. Interestingly, no one mentioned placing the program at a time when it could be used as a springboard for other activities.

Off Air/Off Tape Preferences. When asked if they would rather show *Mister Rogers' Neighborhood* off air or tape for future use, 67% of the teachers who had viewed the program off air wished to continue doing so and 91% of the teachers who had watched the show on tape wished to continue doing so. When the teachers' responses from all four condition groups were combined, 61% wished to tape the show and view at a later time, while 39% wished to view off air.

Preferred Airing Time. When teachers were asked to give convenient times when the show should be aired, they gave a wide range of answers which, in part, reflected what the teachers had done during their participation in the study. Teachers who had viewed *Mister Rogers' Neighborhood* off air at 11:00 AM gave no afternoon times as possible choices for airing *Mister Rogers' Neighborhood*. Teachers who had viewed *Mister Rogers' Neighborhood* from tape gave preferred time choices for airing throughout the day. However, across all four conditions, the most frequently stated times of choice were between 9:30 and 11:00 a.m. (Figure 14, p. 38.)

Schedule/Activity/Curriculum Changes

When asked how their schedule or planned activities were changed as a result of participating in the study, over half of the teachers gave responses that were qualitative changes such as: "use imagination more; activities make use of more drama, make believe, and puppets; added activities from Mister Rogers' Plan and Play Book; put in more hands-on activities."

Likewise when the teachers were asked how watching *Mister Rogers' Neighborhood* had affected their curriculum planning, all but one who indicated that *Mister Rogers' Neighborhood* filled empty time in winter, described qualitative changes. These included "expanded learning center/free time; more science/less crafty projects; added to themes; use of more puppets and make believe; will change schedule for '91-'92 to include a Mister Rogers' Plan and Play activity each day; and dealing more with emotional things/feelings of children."

Teacher Changes As Indicated By Directors. When directors were asked to indicate what changes they had noticed in staff, those directors who had daily contact with teachers and children most often described that the teacher had become "calmer," used a lowered voice more often with children, and seemed more relaxed.

A few directors noted that the self-esteem of the staff person had been raised during the project. One director commented that the "teacher feels more confident in all aspects of teaching...and is more open to learning from others." Overall, the comments were subjective and indicated change.

Children's Behavior As Rated By Teachers. As part of the exit survey, the teachers were asked to describe the viewing behavior of the children while watching different parts of a *Mister Rogers' Neighborhood* program, as well as the behaviors that followed the show. The descriptors used were:

- higher interest;
- moderate interest;
- restless and inattentive; and
- wanders off.

The teachers were asked to do this by age group:

- 2.5 to 3 years old;
- 3 to 3.5 years old;
- 3.5 to 4 years old;
- 4 to 4.5 years old; and
- 4.5 to 5 years old.

No strong age effects were noted; therefore, all ratings in each behavior category were combined to yield the percentages.

Children of all ages demonstrated the most interest during the video field trips of the *Mister Rogers' Neighborhood* programs, with 74 percent of the children being rated by their teachers as having high interest in that section. Fifty-four percent of children demonstrated high interest in follow-up activities related to *Mister Rogers' Neighborhood.* Teachers reported the most restless and inattentive behavior during the times when Mister Rogers sang to the children, and yet 82 percent of the children had high or moderate interest in singing the songs. (Figure 15, p. 39.)

Parent Attitudes About TV Viewing

Figure 16 (p. 40) displays the percentage differences in the pre- and post-treatment attitudes of the parents whose children were in the classrooms that participated in the study.

Overall, a comparison of the pre- and post-treatment data indicates:

1. At the completion of the study, more parents felt that TV can be used effectively with children.

2. The number of parents who somewhat agreed or strongly agreed with the statement that TV has no place in child care stayed about the same.

3. The percentage of parents who felt that TV can change children's behavior stayed about the same.

4. The number of parents who felt that *Mister Rogers' Neighborhood* and *Sesame Street* positively affect behavior increased over the study.

5. Parents' beliefs about cartoons stayed fairly consistent across the study with the majority disagreeing or strongly disagreeing that cartoons can have a positive effect.

Some attitudes were altered by the study, particularly the positive effect of *Mister Rogers' Neighborhood* and *Sesame Street*.

Teacher Attitudes About TV Viewing

Figure 17 displays the changes in teacher attitudes about the use of TV in general and specific children's programs at the onset of the study and at the completion of the study. Overall, a comparison of the data suggests the following:

1. At the completion of the study, more teachers felt that TV can be used effectively with children.

2. The number of teachers who somewhat agreed or strongly agreed with the statement that TV has no place in child care stayed about the same.

3. At the completion of the study, more teachers somewhat agreed or strongly agreed that TV can affect children's behavior.

4. At the end of the study, 100% of the teachers felt that *Mister Rogers' Neighborhood* positively affected children.

5. The percentage of teachers who somewhat agreed or strongly agreed that *Sesame Street* positively affects children stayed the same although the number who strongly agree fell by about 10%.

6. The percentage of teachers who strongly agreed that cartoons could positively affect behavior rose sharply from 10% to 32% but this question still showed the most variance in the responses with different patterns across the pre- and post-study survey.

7. Teachers with "no opinion" or "no response" decreased across the study.

The results show that attitudes were altered as a result of the study. Interestingly, teachers feel positively about the use of TV in child care settings. (Figure 17, p. 41.)

DISCUSSION

Teacher Behavior

The most powerful finding of the five-month study was that child care provider behavior could be positively affected by watching *Mister Rogers' Neighborhood* with the greatest impact observed in the area of Enhancing the Emotional Development of preschool children. Teachers in all four condition groups demonstrated increased teacher behavior in this area. This finding was not only statistically significant when the teacher observational data was analyzed, but teachers/providers themselves said that they were calmer and more child-centered as a result of their participation in the study. The stimulus for change seemed to be the watching and modeling of Fred Rogers since the two treatment groups that received monthly training sessions did not differ from those with no training sessions. This is meaningful from a child care training perspective.

Many states require little or no training in child development and/or early childhood education for child care providers. Yet the child care provider interacts with the young child for up to 10 hours per day, five days per week. It is the child care provider who sets the tone of the environment and has influence over the quality of the care and education that the children in her group receive. The conclusion that a medium that is almost universally available can aid the child care provider in developing the behaviors and attitudes that enhance children's nurturing has far-reaching policy considerations. The fact that 89% of the child care centers responding to the initial survey have access to and use the TV for either a monitor for videos or for off air viewing makes the use of quality programming a realistic vehicle for provider support and enhancement.

Parent Attitudes

Another important finding of the study was the positive attitudes that parents have about the use of quality children's programming in child care. In fact, anecdotal data from parents indicated that some attributed positive attitude changes in their children to *Mister Rogers' Neighborhood.* In full day programs, parents do not object to the appropriate use of TV and disagreed with the statement that TV has no place in child care. This is an important consideration for center directors as they consider the use of *Mister Rogers' Neighborhood* as well as other programs of quality.

Children's Behavior

The analysis related to the children's observational data was very ambiguous showing no clear patterns across the study.

A number of factors may have caused this including observer variance, the limited amount of time that each child was observed (five minutes) during each observation, the coding procedures, or children's attendance stability.

The pace and method of the coding of the child observations differed from the teacher observations in that the observers recorded observation notes about the teachers by episode and then went back and put a check in each category that applied. The child data was coded as it was happening since the five-minute interval for each child

observation left little time to write notes about the behavior. Perhaps on site training should have been done to help the observers adjust to the differences instead of just using videotaped samples of children's behavior.

The choice to use the behavioral categories that were used in the 1979 study as set forth by Friedrich-Cofer et al. was made because the method had been found reliable and valid in that study which focused on the effects of watching *Mister Rogers' Neighborhood.* However, this method did not prove as effective in this study. Future studies might consider longer or more frequent observations of children, reworking the definitions of the two categories that involve assertive behavior to eliminate the seemingly dual focus of the categories of Assertive Aggression and Prosocial Aggression. The need for on site as well as video training of the observers to adjust to the method of quickly having to code child behaviors and to ensure inter-rater reliability is clearly indicated.

Viewing Preference

The teachers' attitudes about viewing *Mister Rogers' Neighborhood* off air or off tape were influenced somewhat by the method that they had used during the study although teachers who viewed off tape felt more strongly about staying with that method. Teachers who viewed the program off tape did so somewhat less than the teachers who viewed off air. On the one hand teachers using tapes enjoyed the freedom to choose viewing times that fit into their schedules, but on the other hand, they did not view the program as often as teachers who viewed off air since they did have to go to the trouble of taping the show.

It may be that the best of all possible worlds would be to have a tape lending library available to teachers to use *Mister Rogers' Neighborhood* and other quality children's programs in ways that would supplement the themes and daily experiences of the children. Psychologically this may also help providers feel more comfortable about the use of off air programming. In both the comments made on the initial survey and in conversation with providers not part of the study, there seems to be a prevailing attitude that if the children watch a video it is somehow of better quality and justified whereas watching off air TV is sometimes considered poor practice. Perhaps it is the notion that when showing a tape, the teacher makes the decision about the topic/theme and time and she does not have the same type of control over off air programming.

Technical difficulties also contributed to center-based child care providers not using off air programs. Few centers have cable, thus the quality of the reception may not always be predictable nor of high enough quality to view.

Program Relevance

From the provider comments on both the exit surveys and in conversation, there seemed to be a relationship between the interest of the children in viewing the program and the age and theme of the program. During the five-month study, the program rotation included new programs plus programs that were almost 20 years old. These older programs started airing during the fourth month of the study. Not only were the programs different in that the weekly theme concept was not used, but Fred Rogers and the other actors "looked" different. For example, one little boy wanted to know what those things were on the side of Mister Rogers' face. He, of course, was referring to sideburns, a past trend with which a child of four would have had no direct experience. Since age and/or

topic of the program was not built into the study as a variable, it cannot be determined how this affected the results. Further research is needed to determine this.

Stability of Subjects. When the directors of the participating centers were asked to nominate teachers to help with the study, they were asked to select those whom they thought would remain in their employ until the end of the study. The teachers did prove to be very stable with only one leaving her center during the study, luckily in the first week, so the second nominee then became the subject.

One teacher had to leave her teaching duties in the last three weeks of the study and one teacher/assistant director left her program in the last week.

It was the children who had the most fluctuation in their attendance. In addition to childhood illnesses making children unable to attend, children were also taken out for vacations and as their parents' work schedules changed. Also, three centers whose groups are defined by narrow age ranges, changed groupings during the length of the study which meant that some children were no longer with the teachers who were subjects in the study.

All these factors confounded the child observational data making it necessary to trim the sample of children in order to have complete data.

Conclusion

Overall, the project was received enthusiastically by the child care community. The positive role that public television can play in full-time child care was demonstrated and validated. Professionals with a dual knowledge of early childhood-appropriate practice and quality television programming for young children can help child care providers use TV as an effective resource to aid in their own development, as well as provide for children the background knowledge and experiences for meaningful classroom activities and learning.

Toward that end and to promote the appropriate use of TV with children, the Developmentally Appropriate Use of Television in Child Care was developed (Appendix M, p. 83). It will hopefully guide the use of TV in child care environments.

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Briggs, B. (1987). Measuring effective early childhood teaching behaviors. *Child and Youth Care Quarterly,* **16**, 196-209.

Friedrich-Cofer, L.K. et al. (1979). Environmental enhancement of prosocial television content: Effects on interpersonal behavior, imaginative play, and self-regulation in a natural setting. *Developmental Psychology,* **15**, 637-646.

Figure 1. Use of TV and Video in For-profit, Not-for-profit and Child Care Homes.

TV & Video Usage	For-Profit	Not-For-Profit	Child Care Homes
TV Only	6.0%	7.0%	4.0%
Video Only	43.0%	62.0%	6.0%
TV & Video	34.0%	27.5%	83.0%
No TV	17.0%	3.5%	6.0%
	(N = 35)	(N = 29)	(N = 47)

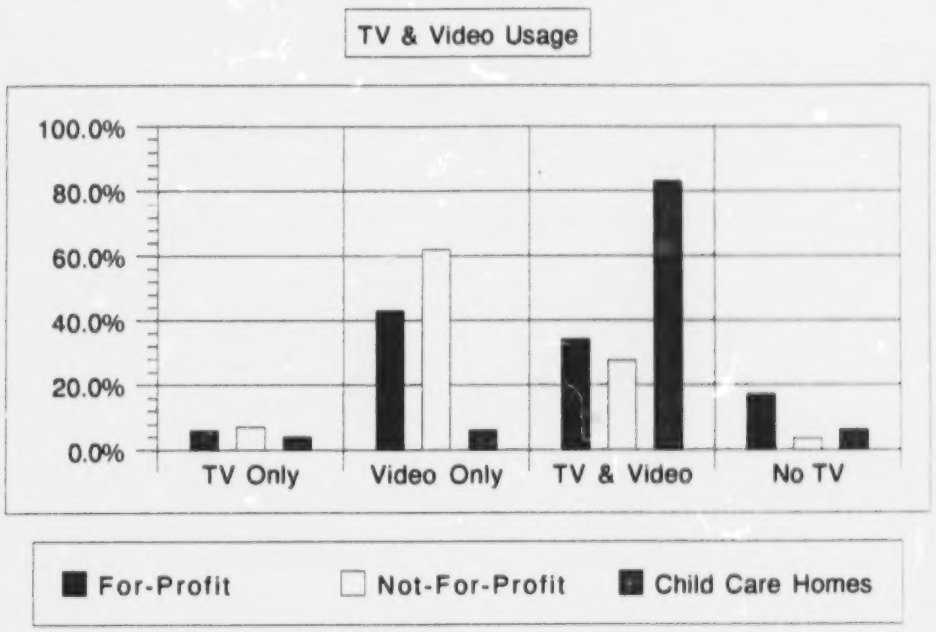

Figure 1. Use of TV and Video in For-Profit, Not-For-Profit and Child Care Homes

Figure 2. Type of TV Programming Watched in For-profit, Not-for-profit and Child Care Homes.

Viewing Patterns	For-Profit	Not-For-Profit	Child Care Homes
PBS	68.0%	82.0%	47.0%
NIK	12.5%	6.0%	20.0%
Disney	0.0%	0.0%	11.0%
Major Network	12.5%	6.0%	12.0%
Other	6.5%	6.0%	10.0%
	(N = 35)	(N = 29)	(N = 47)

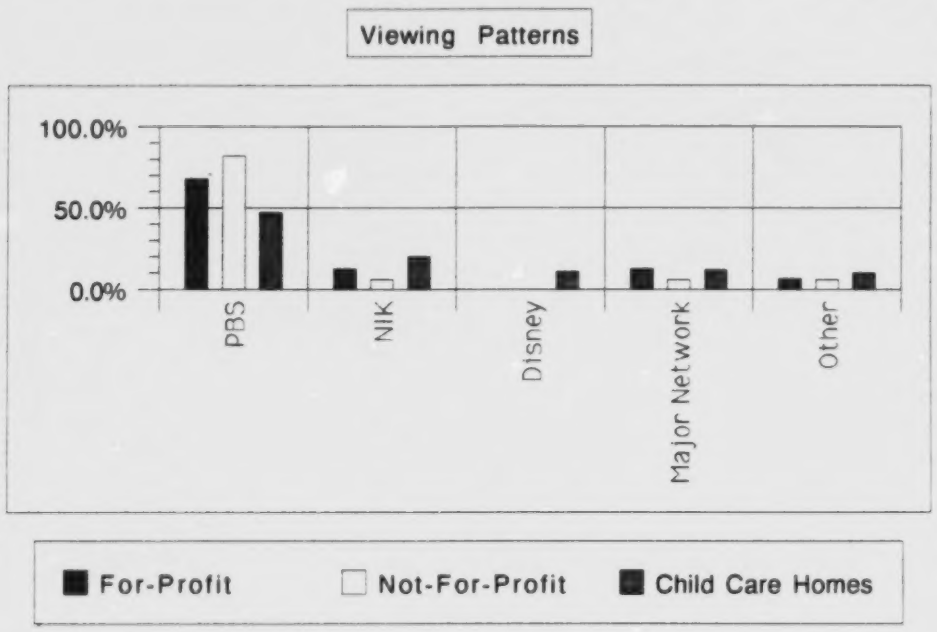

Figure 2. Type of TV Channel Watched in For-Profit, Not-For-Profit and Child Care Homes

Figure 3. Percentage of all survey respondents in For-profit centers, Not-for profit centers and Child Care Homes that watch *Sesame Street* and *Mister Rogers' Neighborhood.*

Program Usage	For-Profit	Not-For-Profit	Child Care Homes
Sesame Street	31.0%	28.0%	55.0%
Mister Rogers'	17.0%	14.0%	15.0%
	(N = 35)	(N = 29)	(N = 47)

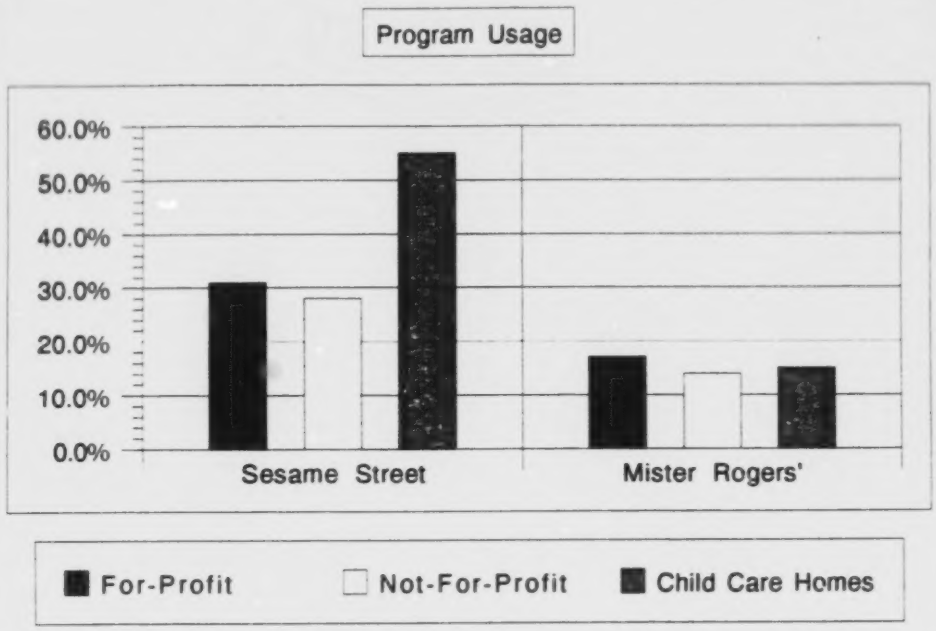

Figure 3. Percent of all survey respondants in For-Profit Centers, Not-for-Profit Centers and Child Care Homes that watch SESAME STREET and MISTER ROGERS' NEIGHBORHOOD

Figure 4. Of only those centers/homes who reported watching TV, the percentage of For-profit centers, Not-for profit centers and Child Care Homes that watch *Sesame Street* and *Mister Rogers' Neighborhood.*

Program Usage	For-Profit	Not-For-Profit	Child Care Homes
Sesame Street	78.0%	80.0%	63.0%
Mister Rogers'	43.0%	40.0%	17.0%
	(N = 14)	(N = 10)	(N = 41)

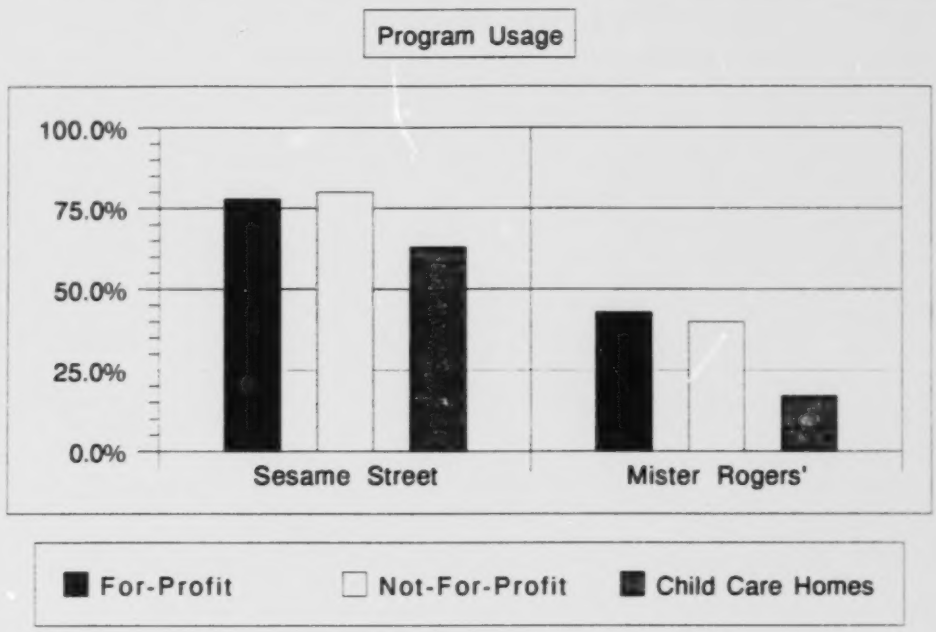

Figure 4. Of only those Centers/Homes who reported watching TV, the percent of For-Profit Centers, Not-For-Profit Centers and Child Care Homes that watch SESAME STREET and MISTER ROGERS' NEIGHBORHOOD

Figure 5. Percentage of total viewing time accounted for by *Sesame Street* and *Mister Rogers' Neighborhood* in For-profit centers, Not-for-profit centers and Child Care Homes.

	For-Profit	Not-For-Profit	Child Care Homes
Sesame Street	34.0%	47.0%	31.0%
Mister Rogers'	19.0%	24.0%	8.0%
	(N = 14)	(N = 10)	(N = 41)

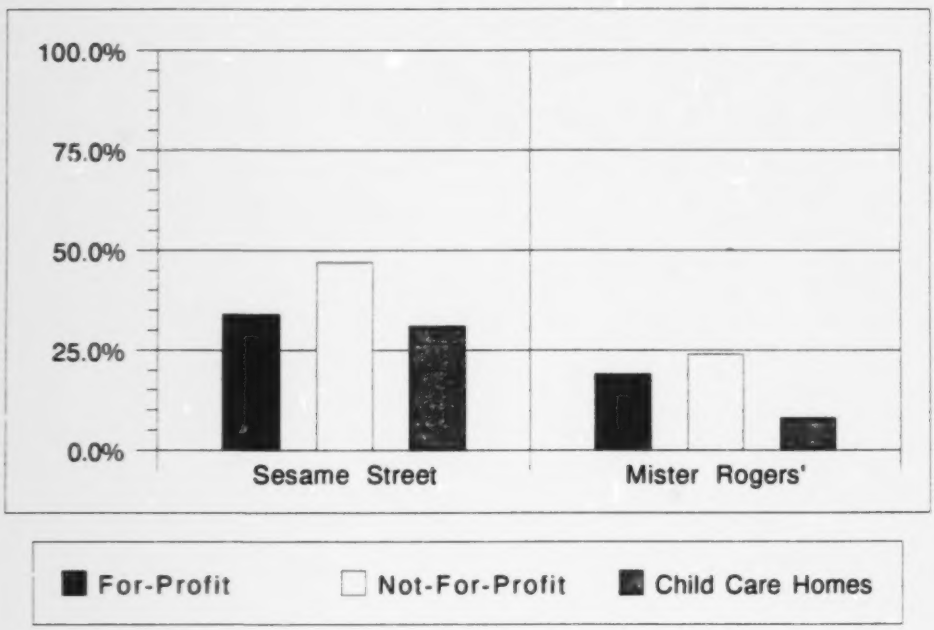

Figure 5. Percent of total viewing time accounted for by SESAME STREET and MISTER ROGERS' NEIGHBORHOOD in For-Profit Centers, Not-For-Profit Centers, and Child Care Homes

Figure 6. Reasons for watching TV given by For-profit centers, Not-for-profit centers and Child Care Homes.

Reason For TV Use	For-Profit	Not-For-Profit	Child Care Homes
Educational	28.0%	30.0%	39.0%
Quiet Time	33.0%	38.5%	35.0%
Transitions	19.0%	31.0%	11.0%
Alt. Activity	10.0%	0.0%	0.0%
Entertainment	10.0%	0.5%	15.0%
	(N = 14)	(N = 10)	(N = 41)

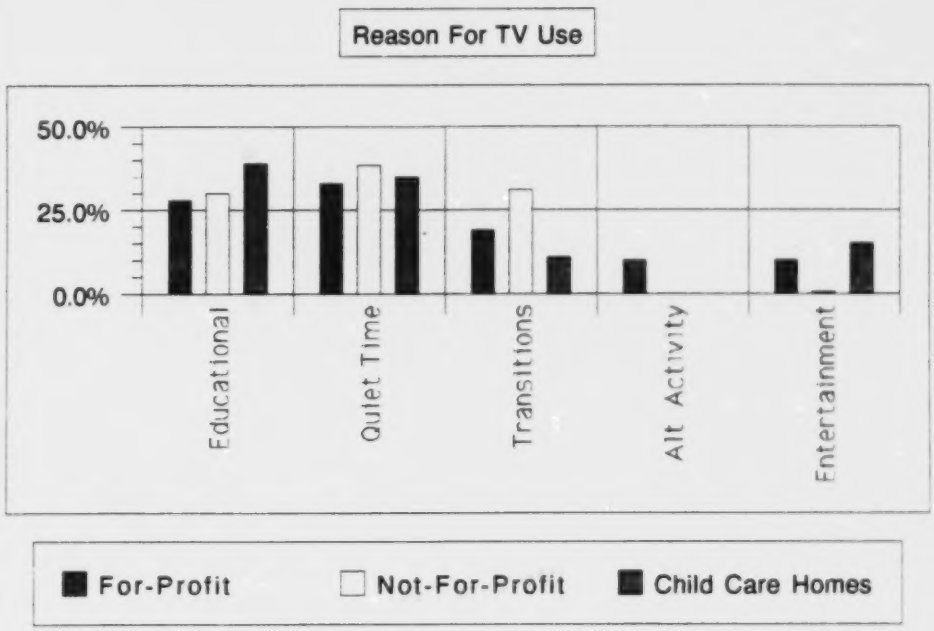

Figure 6. Reasons for Watching TV Given by For-Profit Centers, Not-for-Profit Centers and Child Care Homes

Figure 7. Reasons for watching *Sesame Street* given by For-profit centers, Not-for-profit centers and Child Care Homes.

Sesame St. Use	For-Profit	Not-For-Profit	Child Care Homes
Educational	36.0%	37.5%	73.0%
Quiet Time	36.0%	50.0%	12.0%
Transitions	18.0%	12.5%	0.0%
	(N = 14)	(N = 10)	(N = 41)

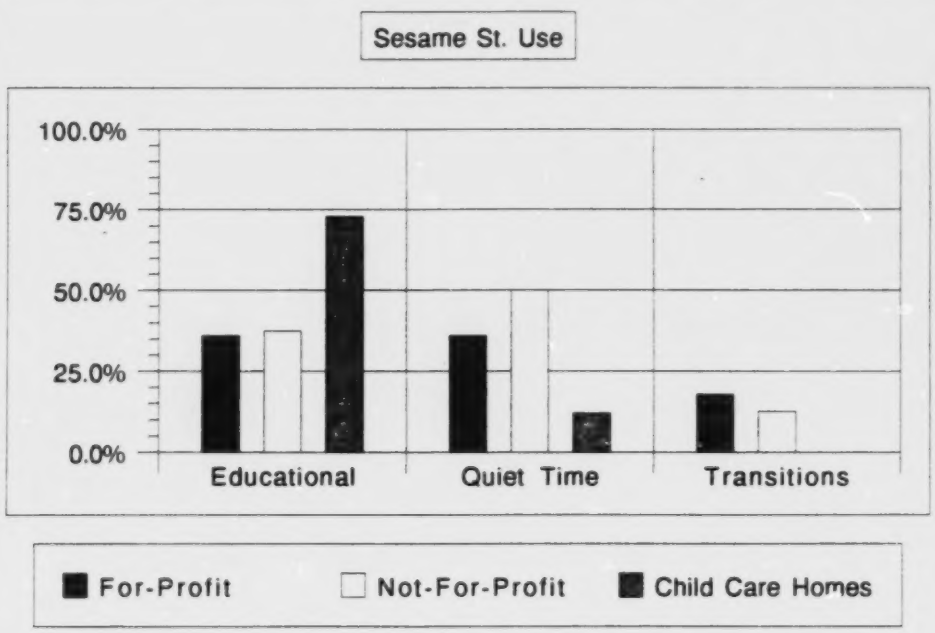

Figure 7. Reasons for watching SESAME STREET given by For-Profit Centers, Not-For-Profit Centers and Child Care Homes

Figure 8. Reasons for watching *Mister Rogers' Neighborhood* given by For-profit centers, Not-for-profit centers and Child Care Homes.

Mister Rogers' Use	For-Profit	Not-For-Profit	Child Care Homes
Educational	33.0%	25.0%	14.0%
Quiet Time	50.0%	50.0%	28.0%
Transitions	0.0%	25.0%	14.0%
Like It	0.0%	0.0%	59.0%
	(N = 14)	(N = 10)	(N = 41)

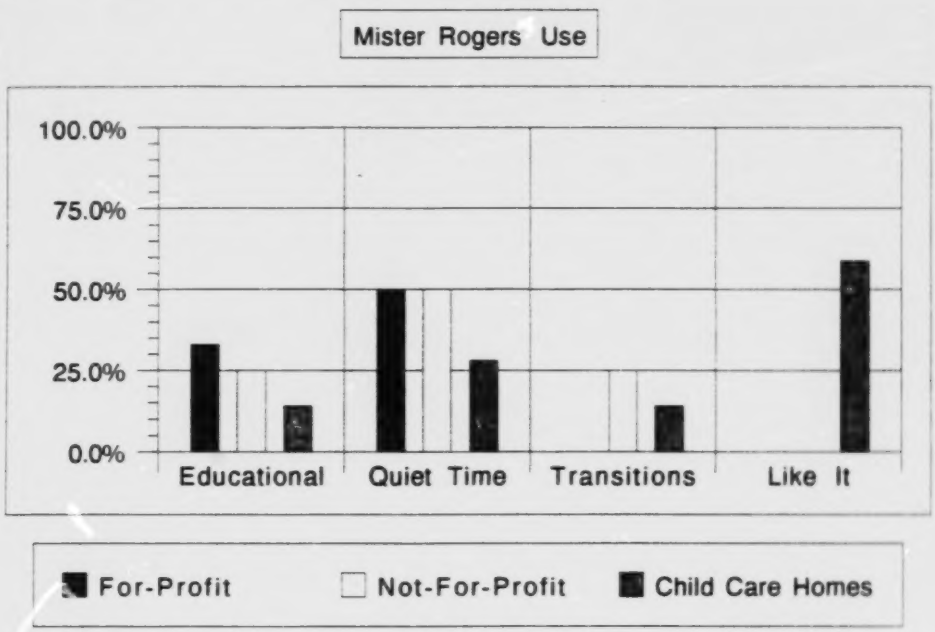

Figure 8. Reasons for watching MISTER ROGERS' NEIGHBORHOOD given by For-Profit Centers, Not-For-Profit Centers and Child Care Homes

Figure 9. Average number of minutes per day of TV viewing (excluding videos) in For-profit-centers, Not-for-profit centers, and Child Care Homes.

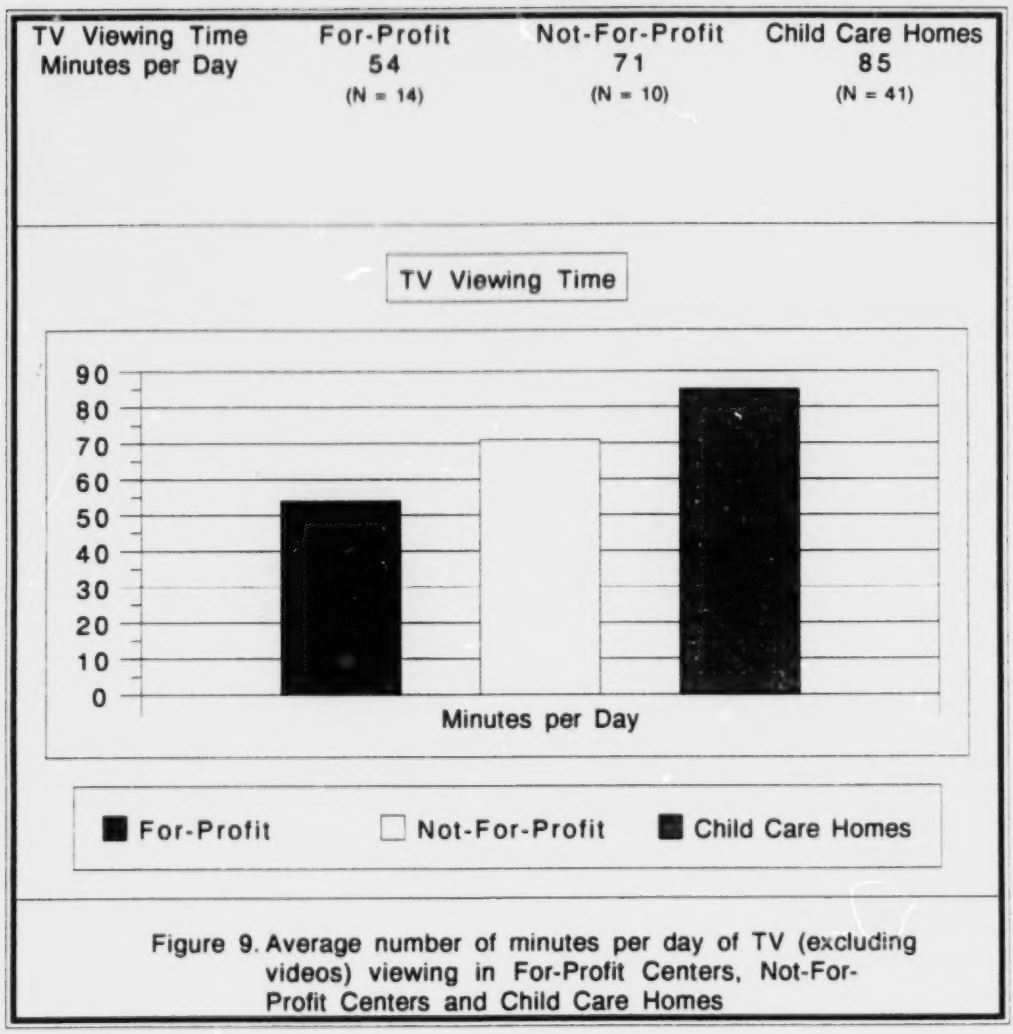

Figure 9. Average number of minutes per day of TV (excluding videos) viewing in For-Profit Centers, Not-For-Profit Centers and Child Care Homes

Figure 10. Percentage of For-profit centers, Not-for-profit centers and Child Care Homes that watch TV by each hour of the child care day.

Time of day	For-Profit	Not-For-Profit	Child Care Homes
6 - 7 am	9.0%	6.0%	0.0%
7 - 8 am	9.0%	11.7%	5.4%
8 - 9 am	9.0%	0.0%	24.3%
9 - 10 am	0.0%	0.0%	9.5%
10 - 11 am	4.5%	0.0%	9.5%
11 - 12 m	9.0%	0.0%	13.5%
12 - 1 pm	4.5%	6.0%	4.1%
1 - 2 pm	0.0%	0.0%	0.0%
2 - 3 pm	0.0%	0.0%	0.0%
3 - 4 pm	4.5%	5.8%	8.1%
4 - 5 pm	27.0%	47.0%	14.8%
5 - 6 pm	23.0%	23.5%	10.8%
	(N = 14)	(N = 10)	(N = 41)

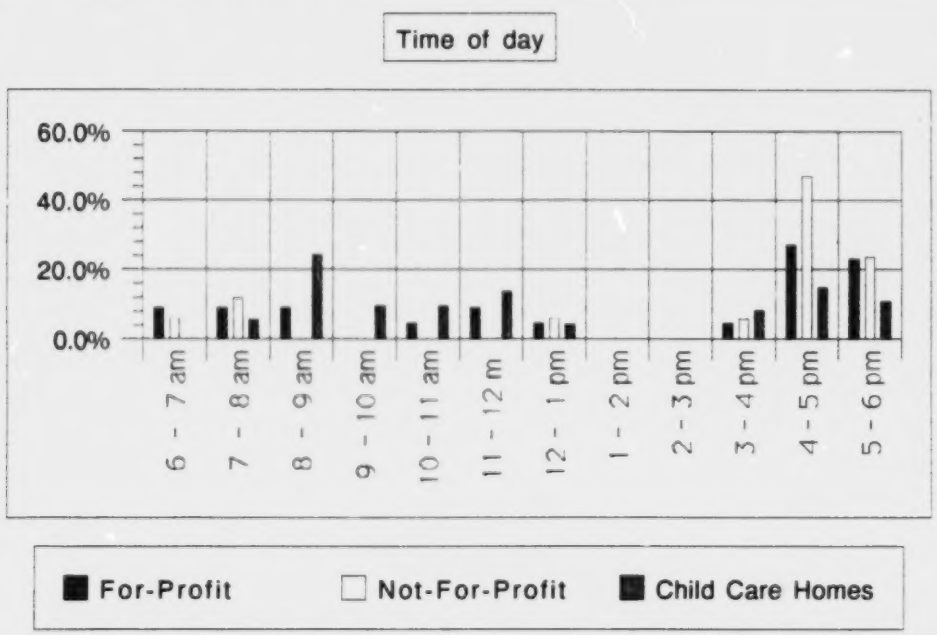

Figure 10. Percentage of For-Profit Centers, Not-For-Profit Centers and Child Care Homes that watch TV by each hour of the child care day

Figure 11. Variations in method of viewing of *Mister Rogers' Neighborhood* and type of teacher support.

GROUP A	
Viewing	Off-air viewing of *Mister Rogers' Neighborhood*
Teacher Support	*Plan & Play Book* with instructional tape
	Newsletter
GROUP B	
Viewing	Time-shifted viewing of *Mister Rogers' Neighborhood*
Teacher Support	*Plan & Play Book* with instructional tape
	Newsletter
GROUP C	
Viewing	Off-air viewing of *Mister Rogers' Neighborhood*
Teacher Support	*Plan & Play Book*
	Newsletter
	Training
GROUP D	
Viewing	Time-shifted viewing of *Mister Rogers' Neighborhood*
Teacher Support	*Plan & Play Book*
	Newsletter
	Training

Figure 12. Mean number of times per week *Mister Rogers' Neighborhood* was watched by children in groups who viewed off air and off tape.

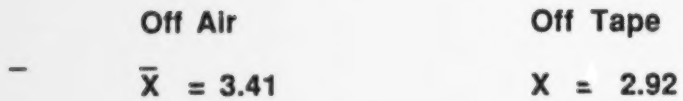

Figure 13. Percentage of teachers who chose the days of viewing *Mister Rogers' Neighborhood* based on attendance of children in study, *Mister Rogers' Neighborhood* program content, accommodation to schedule, or no choice – viewed daily.

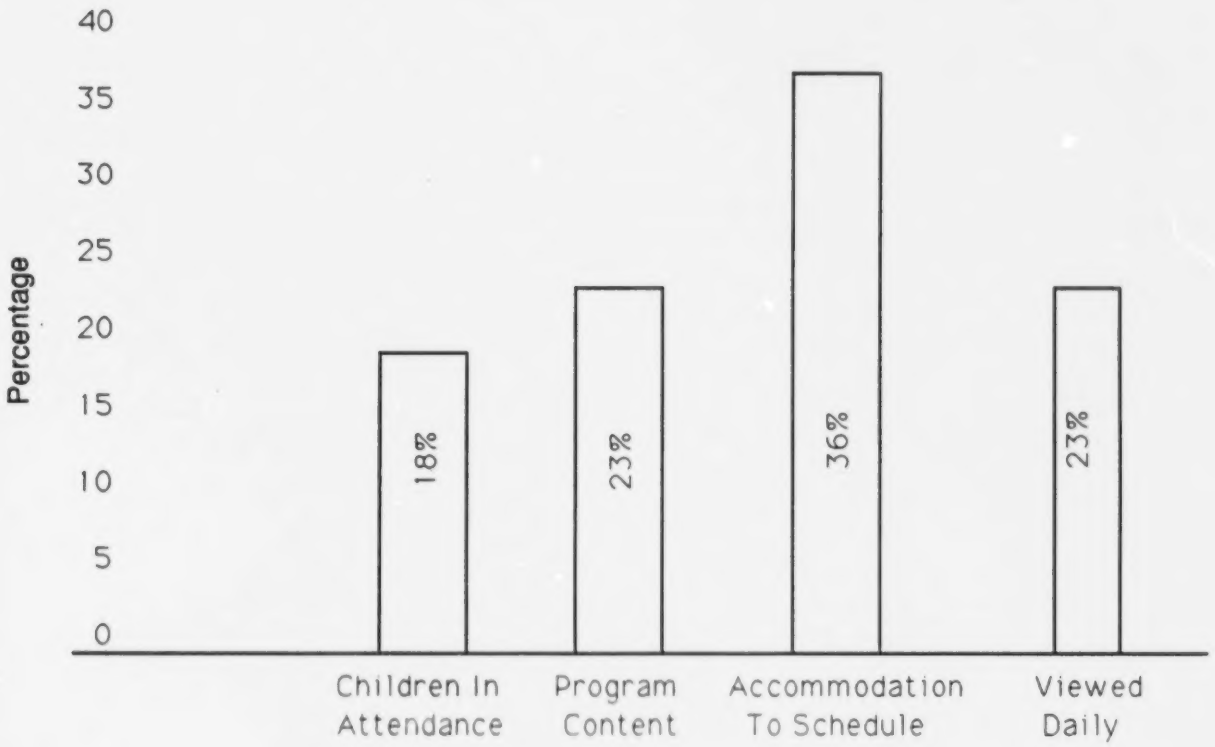

Figure 14. Frequency of preferred future airing time for *Mister Rogers' Neighborhood* by type of viewing pattern followed during study.

Times	Teachers Who Viewed Off Air	Teachers Who Viewed Off Tape	Total
9:00	1	1	2
9:30	4	1	5
10:00	4	2	6
10:30	4	1	5
11:00	4	1	5
11:30	1	2	3
12:00	1	1	2
12:30		1	1
1:00		1	1
1:30		1	1
2:00			
2:30			
3:00		1	1
3:30		4	4
4:00		3	3
4:30		1	1

Figure 15. Percentage of children whose behaviors were rated by their teachers as high interest, moderate interest, restless and inattentive, or wanders off, by type of *Mister Rogers' Neighborhood* program section and after viewing behaviors.

	High Interest & attention	Moderate interest	Restless and inattentive	Wanders off
The children's behavior when Mr. Rogers is talking directly to the viewing child:	42%	30%	26%	2%
The children's behavior during the video field trips:	74.5%	14.9%	4.3%	6.3%
The children's behavior during the "Neighborhood of Make Believe" segments:	40%	36%	16%	8%
The children's behavior during the times Mr. Rogers sings:	24%	42%	28%	6%
The children's interest\ in discussing the program after viewing:	40%	30%	24%	6%
The children's interest in participating in the follow-up activities:	54%	36%	6%	4%
The children's interest in singing the songs from MRN.	40%	42%	18%	0%

Figure 15. Percentage of children whose behaviors were rated by their teachers as high interest, moderate interest, restless and inattentive, or wanders off by type of MRN program section and after viewing behaviors.

Figure 16. Attitudes of parents about TV use before and after the five-month study.

	Strongly Agree		Somewhat Agree		No Opinion		Somewhat Disagree		Strongly Disagree		No Response	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Television can be used effectively with preschool children	58.6	82%	36.9	18%	4.3							
2. Television has no place in child care.			6.5	9%	4.3		34.7	27%	56.5	64%		
3. Television can change children's behavior.	45.6	64%	41.3	27%	10.8	45%	2.2	4.5%				
4. The following television shows positively affect preschool children:												
__ Mr. Rogers' Neighborhood	56.5	73%	32.6	27%	10.8		2.2					
__ Sesame Street	70.2	59%	25.5	32%	4.2			4.5				
__ cartoons	10%	32%	17.5%	9%	12.5	14%	35	23%	25	18%	17.5	4.5%

Figure 17. Attitudes of teachers about TV use before and after the five-month study.

	Strongly Agree		Somewhat Agree		No Opinion		Somewhat Disagree		Strongly Disagree		No Response	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Television can be used effectively with preschool children.	54.6%	63.2	43.6	35.1	.7%	.6	.4%	.6	.4%	.6	.4%	
2. Television has no place in child care.	1.0	1.7	9.0	5.7	6.0	3.4	37.5	42.5	45.4	44.3	1.0	2.3
3. Television can change children's behavior.	46.8	46.0	45.4	48.9	5.7	2.3	1.8	1.7			.4	1.1
4. The following television shows positively affect pre-school children.												
___ Mister Rogers' Neighborhood	55.0	69.0	32.5	26.4	5.4	1.7	.4	.6			6.8	2.3
___ Sesame Street	65.4	75.3	27.1	19.5	.7	1.7	.4	1.1	.4		6.1	2.3
___ cartoons	7.9	10.3	24.6	21.3	10.7	16.7	36.1	33.3	10.4	9.2	10.4	9.2

Table 1. Analysis of Variance Table: Repeated measures for six teacher observations X scores on Enhancing Social Development.

	SS	dF	MS	F	P
Between Ss					
Groups	1045.96	3	348.65	1.25	.322
Within	5026.84	18	279.27		
Within Ss					
Time	3701.28	5	740.26	3.61	.005 *
Gp X Time	5313.67	15	359.24	1.73	.060
Within	18474.13	90	205.27		

* Significant beyond $p < .05$.

Table 2. Analysis of Variance Table: Repeated measures for six teacher observations X scores on Enhancing Emotional Development.

	SS	dF	MS	F	P
Between Ss					
Groups	1968.79	3	656.26	1.00	.416
Within	11828.97	18	657.17		
Within Ss					
Time	7039.93	5	1407.99	3.42	.007 *
GpXTime	6584.01	15	438.93	1.07	.397
Within	37003.91	90	411.15		

*Significant beyond $p < .05$.

Table 3. Analysis of Variance Table: Repeated measures for six teacher observations X scores on Enhancing Physical Development.

	SS	dF	MS	F	P	
Between Ss						
Groups	923.96	3	307.99	3.87	.029	
Within	1273.01	16	79.56			
Within Ss						
Time	1698.90	5	339.78	3.85	.004	*
GpXTime	2141.29	15	142.75	1.62	.087	
Within	7059.34	80	88.24			

*Significant beyond $p < .05$.

Table 4. Analysis of Variance Table: Repeated measures for six teacher observations X scores on Enhancing Cognitive Development.

	SS	dF	MS	F	P
Between Ss					
Groups	746.87	3	248.96	.42	.741
Within	10674.01	18	593.00		
Within Ss					
Time	2355.82	5	471.16	1.74	.134
GpXTime	5050.23	15	336.68	1.24	.256
Within	24378.26	90	270.87		

Table 5. Analysis of Variance Table: Types of teacher training X scores on Enhancing Emotional Development.

	SS	df	MS	F	P
Between Ss					
Education	643.27	2	321.64	.51	.592
Within	10728.93	18	596.05		
Within Ss					
Time	6118.93	5	1223.79	3.60	.005 *
Education X Time	3017.30	10	301.73	.89	.584
Within	30591.07	90	339.90		

*Significant beyond $p < .05$.

Table 6. Analysis of Variance Table: Type of teacher training X scores on Enhancing Cognitive Development.

	SS	df	MS	F	P
Between Ss					
Education	1601.59	2	800.80	1.84	.187
Within	7827.04	18	434.84		
Within Ss					
Time	3553.27	5	710.65	2.80	.021 *
Education X Time	3916.73	10	391.67	1.54	.137
Within	22835.49	90	253.73		

*Significant beyond $p < .05$.

Table 7. Analysis of Variance Table: Type of teacher training X scores on Enhancing Physical Development.

	SS	df	MS	F	P
Between Ss					
Education	3.69	2	1.85	.01	.986
Within	2122.39	16	132.65		
Within Ss					
Time	1422.67	5	284.53	3.02	.015 *
Education X Time	525.13	10	52.51	.56	.844
Within	7543.20	80	94.29		

*Significant beyond $p < .05$.

Table 8. Analysis of Variance Table: Type of teacher training X scores on Enhancing Social Development.

	SS	df	MS	F	P
Between Ss					
Education	80.73	2	40.37	.12	.886
Within	5956.27	18	330.90		
Within Ss					
Time	2120.14	5	424.03	2.00	.086
Education X Time	2474.43	10	247.44	1.17	.323
Within	19072.67	90	211.92		

Table 9. Analysis of Variance Table: Repeated measures for six child observations X score on Positive Interpersonal Behavior.

	SS	df	MS	F	P	
Between Ss						
Groups	15.48	3	5.16	1.26	.29	
Within	277.48	68	4.08			
Within Ss						
Time	62.29	5	12.46	3.19	.008	*
GpX Time	234.08	15	16.21	4.15	.000	*
Within	1326.87	340	3.90			

*Significant beyond p. = < .05.

Table 10. Analysis of Variance Table: Repeated measures for six child observations X score on Assertive Aggression.

	SS	df	MS	F	P
Between Ss					
Groups	1.33	3	.44	.42	.737
Within	71.50	68	1.05		
Within Ss					
Time	5.36	5	1.07	.89	.490 *
GpX Time	54.36	15	3.62	3.00	.000 *
Within	410.85	340	1.21		

*Significant beyond p. = < .05.

Table 11. Analysis of Variance Table: Repeated measures for six child observations X score on Hostile Aggression.

	SS	df	MS	F	P
Between Ss					
Groups	5.46	3	1.82	3.52	.019 *
Within	35.12	68	.52		
Within Ss					
Time	10.03	5	2.01	3.96	.002 *
GpXTime	24.33	15	1.62	3.20	.000 *
Within	172.31	340	.51		

*Significant beyond p. = < .05.

Table 12. Analysis of Variance Table: Repeated measures for six child observations X score on Prosocial Behavior with Peers.

	SS	df	MS	F	P
Between Ss					
Groups	5.16	3	1.72	1.16	.330
Within	100.45	68	1.48		
Within Ss					
Time	13.10	5	2.62	1.33	.250
GpXTime	41.19	15	2.75	1.39	.147
Within	669.44	340	1.97		

Table 13. Analysis of Variance Table: Repeated measures for six child observations X score on Positive Social Interaction with Adults

	SS	df	MS	F	P
Between Ss					
Groups	1.43	3	.48	.18	.910
Within	178.22	67	2.66		
Within Ss					
Time	18.09	5	3.62	2.02	.075
GpXTime	24.18	15	1.61	.90	.564
Within	599.73	335	1.79		

Table 14. Analysis of Variance Table: Repeated measures for six child observations X score on Imaginative Play.

	SS	df	MS	F	P
Between Ss					
Groups	24.45	3	8.15	2.05	.116
Within	270.74	68	3.98		
Within Ss					
Time	3.33	5	.67	.24	.94
GpXTime	57.41	15	3.83	1.39	.15
Within	936.63	340	2.75		

Table 15. Analysis of Variance Table: Repeated measures for six child observations X score on Prosocial Aggression.

	SS	df	MS	F	P
Between Ss					
Groups	1.15	3	.38	.53	.662
Within	48.77	68	.72		
Within Ss					
Time	4.86	5	.97	1.49	1.94
GpXTime	12.72	15	.85	1.30	2.02
Within	222.50	34.0	.65		

Table 16. Means for seven categories of observed child behavior by sex.

Behavior	Mean	
	Males, N = 38	Female N = 34
Positive Interpersonal Behavior	1.9781	1.8676
Prosocial Behavior/Peers	1.0965	1.0931
Positive Interactions/Adults	.9693	1.0808
Imaginative Play	1.5395	1.4167
Assertive Aggression	.6404	.7010
Prosocial Aggression	.3509	.3436
Hostile Aggression	.1807	.2451

Table 17. Means for seven categories of child behavior by race.

Behavior	Race			
	Caucasian N = 39	African American N = 7	Hispanic N = 1	Asian N = 1
Positive Interpositive Behavior	1.9633	1.8095	2.6667	2.1667
Prosocial Behavior/ Peers	1.0339	1.5238	2.0000	1.3333
Positive Interactions/ Adults	.9856	1.4762	.6667	.1667
Imaginative Play	1.5339	1.0476	1.6667	2.3333
Assertive Aggression	.6921	.5000	.3333	.5000
Prosocial Aggression	.3362	.2619	.3333	.1667
Hostile Aggression	.2655	.0476	.1667	.0000

Table 18. Means for seven categories of observed child behavior by age.

Behavior	Year of Birth				
	1984 N=1	1985 N=12	1986 N=24	1987 N=23	1988 N=1
Positive Interpersonal Behavior	2.6667	1.9861	2.0000	1.8116	1.5000
Prosocial Behavior/ Peers	1.3333	1.2083	1.2059	.9130	.5000
Positive Interactions/ Adults	.5000	.9722	1.0404	1.0072	2.0000
Imaginative Play	2.1667	1.2222	1.5196	1.5435	.8333
Assertive Aggression	1.1667	.5556	.7255	.6232	.6667
Prosocial Aggression	1.5000	.2500	.2794	.4203	.5000
Hostile Aggression	.5000	.2361	.1667	.4203	.1667

APPENDICES

Extending "The Neighborhood" to Child Care

Please assist us by completing the following survey. The information will remain confidential. Please return in the enclosed self-addressed stamped envelope no later than October 19, 1990.

Name of Center _____
Phone

Director's Name _____

Address _____
Street City\State Zip

Time Center Opens _____ Time Center Closes _____

1. Do children watch TV or videos while at your Center?
   - ☐ Yes (Please continue with question 2.)
   - ☐ No (Please tell why, then go to question 4.)_____

   _____

2. On the chart below, please list the TV shows the children watch while at your center, the age of the viewers, how often they watch, the time of day they watch and the reason why they watch.

Name of Show	Childrens' Ages	How Often	Time	Purpose
(ex.) Romper Room	4-5	Daily	5p.m.	Quiet Time

3. What do the teachers do when the children are watching TV? _____

   _____

4. If you have a VCR, please indicate the ways you use the VCR.
   - ☐ Play children's movies and tapes. (Please list a few examples.) _____

     _____
   - ☐ Record TV shows to use at another time. (Please list the shows that you tape and show at a different time than when they are aired.) _____

     _____

     Why do you show the TV show at a different time? _____

     _____

(Please complete the survey on the other side.) ➔

5. Check **all** the equipment you presently have at the Center that is in working order.

- ☐ TV (how many) _____
- ☐ Radio
- ☐ Record Player
- ☐ CD Player
- ☐ Film Projector
- ☐ Computer (child use)
- ☐ Camcorder
- ☐ Copy Machine
- ☐ VCR Player (how many) _____
- ☐ VCR Recorder (how many) _____
- ☐ Audio Tape Player
- ☐ Overhead Projector
- ☐ Filmstrip Projector
- ☐ Computer (office use)
- ☐ Laminator
- ☐ Other (please list)

Please check **all** the characteristics that apply to your program.

6. Center characteristics:

- ☐ For profit
- ☐ Not for profit
- ☐ Church sponsored
- ☐ Title XX Center
- ☐ Child Care Food Program
- ☐ Employer Sponsored
- ☐ Agency or College Subsidized
- ☐ NAEYC Accredited
- ☐ Rural
- ☐ Urban
- ☐ Suburban

7. Background of children:

- ☐ Low Income
- ☐ Middle Income
- ☐ Upper Income
- ☐ Special Needs
- ☐ Mostly White
- ☐ Racially Mixed
- ☐ Mostly African American
- ☐ Mostly Hispanic

8. Curriculum:

- ☐ Academic
- ☐ Developmental
- ☐ Play Oriented
- ☐ Structured
- ☐ Religious

9. Total number of children enrolled (by age):

- ___ 3-year-olds
- ___ 4-year-olds
- ___ 5-year-olds

10. Number of classes:

- ___ 3-year-olds
- ___ 4-year-olds
- ___ 5-year-olds
- ___ Kindergarten

11. Number of staff:

- ___ Teachers of 3-5- year-olds
  - ___ full-time
  - ___ part-time

Did the director complete this questionnaire? ☐ Yes ☐ No

If not, what is the position of the person who did? _____

Would you be interested in your Center participating in the five-month study to investigate the use of TV with preschool children?

☐ **Yes** ☐ **No** ☐ **Need More Information**

In order to receive your free audio tape or record, please return this survey in the enclosed envelope by October 19, 1990. Please check your preference:

☐ Record ☐ Tape

Thank you for your help!!!

Appendix B

Research Sites by Condition - Summary Demographics

	Center																
			Size				Location			SES					Race		
Condition	For Profit	Not for Profit	<25	26-50	51-75	76-100	Urban	Suburban	Rural	Low-Mid	Mid	Upper Mid	Mixed		Cauc	Mixed	
A	5	2	2	3	2	0	3	4	0	0	4	2	1		3	4	
B	3	4	2	2	2	1	2	5	0	0	3	2	2		4	3	
C	3	2	0	2	1	1	2	3	0	0	3	1	1		2	2	
D	4	2	0	3	2	1	4		2	1	3	0	2		2	4	

	Teacher																	
	Age					Years of Experience				Race		Training						
Condition	18-24	25-34	35-44	45-54	55-64	1-4	5-9	10-14	15-19	C	AA	HS	Assoc ECE	Assoc other	CDA	BS Edu	BS other	MA
A	1	4	2	0	0	3	1	3	0	6	1	2	4	0	0	0	1	0
B	3	3	1	0	1	2	3	1	2	7	1	2	3	0	0	1	1	1
C	2	3	1	1	0	3	3	1	0	6	1	4	2	0	1	0	0	0
D	0	2	2	2	1	3	0	3	1	6	1	3	1	1	0	2	0	0

	Children															
	Race					Age									Sex	
Condition	C	AA	Hisp	Asian	other	2.5-3	3-3.5	3.5-4	4-4.5	4.5-5	5-5.5	5.5-6	6-6.5	6.5-7	M	F
A	35	1				1	2	8	3	15	6	1			20	16
B	46			3			4	11	7	16	10			1	25	24
C	36	4				1	9	13	12	5					22	18
D	35	2					4	6	4	13	9	1			21	16

Condition Definition
A- Off air/ Plan and Play/ Newsletter
B- Time Shift/ Plan and Plan/ Newsletter
C- Off Air/ Plan and Play/ Newsletter/ Training
D- Time Shift/ Plan and Plan/ Newsletter/ Training

March 1991 Viewing Schedule

Please indicate the day and time that you viewed Mister Rogers' Neighborhood

	Monday	Tuesday	Wednesday	Thursday	Friday
This Week: GROWING					1 •
This Week: NIGHTTIME	4 •	5 •	6 •	7 •	8 •
This Week: KINDNESS	11 •	12 •	13 •	14 •	15 •
This Week: SECRETS	18 •	19 •	20 •	21 •	22 •
This Week: FUN & GAMES	25 •	26 •	27 •	28 •	29 •

MISTER ROGERS' NEIGHBORHOOD

Extending "The Neighborhood" to Child Care

A Research and Demonstration Project funded by the Corporation for Public Broadcasting

PLAN & PLAY Activity Log

Teacher Name / Code _____

Center/Provider Address_____

	March 4–8	March 11–15	March 18–22	March 25–29
Read message from Fred Rogers (put a check in the box)				
Read the summaries of week's programs (Circle the days)	M T W R F	M T W R F	M T W R F	M T W R F
Did daily activity (Please write in which ones)				
Did activities from the gold pages at the back of the book (Please write which ones)				
Used music/songs from MRN with the children (Please indicate how)				
Used activities from other parts of the PLAN & PLAY BOOK to supplement other themes/ units in my classroom (Please write which ones				

Parent Attitude Survey

Child's Name (first name and initial of last name) _____

Center Name or Home Provider Address _____

Please complete the survey by checking answers that best describe your attitude about the use of TV with young children.

	Strongly agree	Somewhat agree	No opinion	Somewhat disagree	Strongly disagree
1. Television can be used effectively with preschool children.					
2. Television has no place in child care.					
3. Television can change children's behavior.					
4. The following TV shows positively effect preschool children.					
___ Mister Rogers' Neighborhood					
___ Sesame Street					
___ cartoons					

5. Check all that apply:
   - ____ I was a regular viewer of Mister Rogers' Neighborhood (MRN) when I was a child.
   - ____ I never watched MRN as a child.
   - ____ I watch MRN with my children.

6. My preschool child watches approximately _____ hours of TV per week.

7. My child's favorite shows include: _____

_____

_____

_____

Teacher Attitude Survey

Please complete the survey by checking answers that best describe your attitude about the use of TV with young children.

	Strongly agree	Somewhat agree	No opinion	Somewhat disagree	Strongly disagree
1. Television can be used effectively with preschool children.					
2. Television has no place in child care.					
3. Television can change children's behavior					
4. The following TV shows positively effect preschool children.					
___ Mister Rogers' Neighborhood (MRN)					
___ Sesame Street					
___ cartoons					
5. I am looking forward to participating in this project.					

6. Check all that apply:
   - ___ I was a regular viewer of Mister Rogers' Neighborhood when I was a child.
   - ___ I never watched MRN as a child.
   - ___ I watch (ed) MRN with my own children.
   - ___ I watch MRN with the preschool children in my class

FINAL - Project Evaluation - FINAL

Teacher name or code _____

Center _____

Age range of children in your class _____ Size of class/group _____

Size of group viewing MISTER ROGERS' NEIGHBORHOOD _____

1. Did you watch MRN with your class?
_____ all of the time
_____ most of the time
_____ some of the time
_____ seldom

2. How did you watch MRN?
_____ when it was broadcast on WGTE-TV 30
_____ via video tape (VCR)

3. How did you choose what time of the day to watch the program? _____

_____

4. How did you choose what days of the week to watch MRN? _____

_____

5. Would you rather watch MISTER ROGERS' NEIGHBORHOOD at the time it is broadcast or would you rather tape it and use it at another time?
_____ time it is broadcast
_____ tape it for later viewing

6. What time of day would you suggest WGTE broadcast MISTER ROGERS' NEIGHBORHOOD so that it would be best for your center or program?

_____

7. Have you changed your schedule or the kinds of activities you do with the children as a result of your participation in this project? If so, in what way?

_____

_____

8. How has watching MRN affected your curriculum planning? _____

_____

_____

9. Describe any problems you had with videotaping. _____

_____

_____

10. What other TV programs were you and your preschool class watching regularly (if any) during your participation in this project?

_____

NEWSLETTER - THE CHILD CARE CHANNEL

11. Did you receive the monthly newsletter? _____ yes _____ no

12. What part did you read first? _____

13. What part(s) did you skim? _____

14. What did you like best about this publication? _____

_____

15. What suggestions would you make for future issues? _____

_____

_____

16. Did you distribute the newsletter to the parents of the children in your class?
_____ yes _____ no

17. What comments did you hear from the parents regarding the newsletter? _____

_____

_____

IN-SERVICE TRAINING

18. Did you attend monthly in-service training sessions? _____ yes _____ no

19. If yes, how many?_____

20. Please describe your overall impression of these sessions. _____

_____

21. Would you participate in future inservice training sessions sponsored by WGTE?
_____ yes _____ no

22. If yes, how often should they be held? _____

23. If yes, what topics would you like to see addressed? _____

_____

_____

24. Are you interested in receiving credit for these inservice sessions? _____ yes _____ no

25. if yes, what is the most valuable to you?
a._____ credit from ODHS
b._____ credit through a college or university
c._____ CEUs

THE PLAN & PLAY BOOK

26. How has the Plan & Play Book affected your curriculum planning? _____

_____

_____

27. Do you have any suggestions for making the Plan & Play Book more useful? _____

_____

_____

28. Additional comments about the Plan & Play Book. _____

_____

_____

MISTER ROGERS' NEIGHBORHOOD TELEVISION PROGRAM

29. How would you describe the television program MISTER ROGERS' NEIGHBORHOOD?_____

_____

_____

30. What episodes were particularly useful or of interest? _____

_____

31. What episodes were NOT particularly useful or of interest? _____

_____

32. What suggestions would you make to the producers of MISTER ROGERS' NEIGHBORHOOD for future topics or style of presentation?

_____

_____

YOUR INVOLVEMENT

33. Why did you participate in this project? Were there particular parts of this project which interested you? Please describe.

_____

_____

_____

34. Did your participation in this project fulfill your expectations? Please describe why or why not.

_____

_____

_____

35. If we were trying to get other people to participate in this project in the future, what would be the most important thing(s) to tell them about the project?

_____

_____

36. Are you planning to use MRN in your Summer program? _____ yes _____ no

37. Are you planning to use MRN next year in your preschool classroom? _____ yes _____ no

38. Are you interested in continuing with this "project" next year? _____ yes _____ no

39. if not, why? _____

_____

40. What other types of services would you like to see WGTE provide? _____

_____

_____

41. How will your participation in this project influence what you do in the future? _____

_____

_____

42. What was the most important part of this project for you?
(please rank in order of importance...#1,2,3,4; most, somewhat, least, not)

a._____the Plan & Play Book

b._____the television program MRN

c._____in-service training

d._____newsletter

43. Was there anything concerning this project that didn't work for you personally...or in your class? Please describe.

_____

_____

_____

_____

Attitude Survey – B

Teacher's Name or Code _____

Center Name _____

Please complete the survey by checking answers that best describe your attitude about the use of TV with young children.

	Strongly agree	Somewhat agree	No opinion	Somewhat disagree	Strongly disagree
1. Television can be used effectively with preschool children.					
2. Television has no place in child care.					
3. Television can change children's behavior.					
4. The following TV shows positively affect preschool children.					
Mister Rogers' Neighborhood					
Sesame Street					
cartoons					

5. What were your perceptions of the program Mister Rogers' Neighborhood before the project started?

_____

_____

6. Has your attitude about Mister Rogers' Neighborhood changed as a result of your participation in this project? If so, how?

_____

_____

Survey of Viewing Behavior

Directions: For each question check the appropriate space for each age group that best represents the children's behavior while watching MISTER ROGERS' NEIGHBORHOOD.

	age	High interest and attention	moderate interest	restless and inattentive	wanders off	don't have that age group
The children's behavior when Mr. Rogers is talking directly to the viewing child:	2.5 - 3 yrs					
	3 - 3.5 yrs					
	3.5 - 4 yrs					
	4 - 4.5 yrs					
	4.5 - 5 yrs					
The children's behavior during the video field trips:	2.5 - 3 yrs					
	3 - 3.5 yrs					
	3.5 - 4 yrs					
	4 - 4.5 yrs					
	4.5 - 5 yrs					
The children's behavior during the "Neighborhood of Make Believe" segments:	2.5 - 3 yrs					
	3 - 3.5 yrs					
	3.5 - 4 yrs					
	4 - 4.5 yrs					
	4.5 - 5 yrs					
The children's behavior during the times Mr. Rogers sings:	2.5 - 3 yrs					
	3 - 3.5 yrs					
	3.5 - 4 yrs					
	4 - 4.5 yrs					
	4.5 - 5 yrs					
The children's interest in discussing the program after viewing:	2.5 - 3 yrs					
	3 - 3.5 yrs					
	3.5 - 4 yrs					
	4 - 4.5 yrs					
	4.5 - 5 yrs					
The children's interest in participating in the follow-up activities:	2.5 - 3 yrs					
	3 - 3.5 yrs					
	3.5 - 4 yrs					
	4 - 4.5 yrs					
	4.5 - 5 yrs					
The children's interest in singing the songs from MRN.	2.5 - 3 yrs					
	3 - 3.5 yrs					
	3.5 - 4 yrs					
	4 - 4.5 yrs					
	4.5 - 5 yrs					

Survey of Viewing Behavior, continued

Directions: Check the ages where each of the behaviors described below is typically observed as a result of watching MISTER ROGERS' NEIGHBORHOOD. Please give an example for each box that you check.

	2.5 - 3 yrs	3 - 3.5 yrs	3.5 - 4 yrs	4 - 4.5 yrs	4.5 - 5 yrs
Children talk about the content/topics/activities presented in the programs					
Children play/act out the content/topics/activities presented in the programs					
After viewing MRN children use the specific coping strategies talked about on MRN programs. (e.g. sharing materials and taking turns)					
After viewing MRN children demonstrate a higher self regard (e.g. "I like me.")					
After viewing MRN children demonstrate a higher regard for others (e.g. "I like you as you are.")					

Interview Questionnaire

*Teacher name or code*_____

*Center*_____

1. Tell me what changes you have noticed in the children that you think might be attributable to watching MISTER ROGERS' NEIGHBORHOOD?

2. Tell me what changes you have noticed in the way your children play and/or the themes of their pretend play which might be attributable to watching MISTER ROGERS' NEIGHBORHOOD?

3. What changes have you noticed in yourself that you think might be attributable to your participation in this project?

4. What did viewing MISTER ROGERS' NEIGHBORHOOD "replace" in your daily/weekly schedule?.

5. What is your overall reaction to your participation in this project?

6. Is there anything you would like to say about the project itself and/or your participation in it?

7. Is there anything you would like to say about the television program MISTER ROGERS' NEIGHBORHOOD?

Director's Project Evaluation

*Center*_____

1. Please indicate what changes you have heard, seen, or been made aware of in your staff, the students, and/or their parents which you think may be a result of your Center's participation in this project? Please be specific, giving comments or anecdotes.

a. Staff -

b. Children -

c. Parents -

2. How do you feel about your Center's participation in this project? What worked?....what were some of the problems and/or concerns?

Extending "The Neighborhood" to Child Care

Appendix J

A Research and Demonstration Project funded by the Corporation for Public Broadcasting

Teacher Observation Form

Observer's name _____

Teacher/Provider's name or code _____

Center's name or Provider's address _____

Date_____ Time _____to_____

DIRECTIONS: Observe the teacher/provider for 20 minutes, recording his/her behaviors on the list below. In the space provided, list some examples of the behaviors you observed.

Enhancing Cognitive Development

	Tally	Total
1. Suggested that children complete or persist at a task.		
2. Named and/or described attributes or characteristics and/or gave factual information about events or phenomena.		
3. Requested children to name objects and/or describe the attributes/characteristics of objects.		
4. Asked open-ended questions.		
5. Asked questions or requested information from children to determine their knowledge or understanding of phenomena and/or events.		
6. Gave children time to respond to questions.		
7. Gave accurate feedback regarding the correctness or incorrectness of children's responses.		
8. Responded to children's questions by giving accurate information and/or redirecting the question to the child or other children.		
9. Encouraged pretend play and imagination.		
10. Introduced "new" vocabulary in her/his conversations with children.		
OBSERVATIONS/COMMENTS:	GRAND TOTAL:	

Enhancing Emotional Health and Self-Concept

	Tally	Total
1. Used children's names when talking to them.		
2. Greeted or acknowledged the presence of children upon arrival to school or to the teacher's area.		
3. Showed friendliness and affection to children through physical contact and pleasant facial expressions.		
4. Engaged in one-to-one conversations with children.		
5. Allowed & encouraged children to make their own decisions and choices when appropriate.		
6. Praised/acknowledged children for independence in making decisions and/or self-help.		
7. Acknowledged and showed positive attitude toward individual differences in children's physical appearance, cultural heritage, abilities, and interests.		
8. Listened attentively to children's conversation.		
9. Listened actively/showed empathy to children as they expressed emotions.		
10. Fostered children's sense of pride in their accomplishments/products.		
OBSERVATIONS/COMMENTS:	GRAND TOTAL:	

Enhancing Social Competence

	Tally	Total
1. Allowed or encouraged children to help peers or to help with routine group tasks.		
2. Thanked children for helping and/or for being thoughtful.		
3. Encouraged children to take turns with and/or share equipment or materials.		
4. Praised/acknowledged children for taking turns and/or sharing.		
5. Gave children time to work out a problem among themselves.		
6. Modeled socially appropriate ways to solve interpersonal problems.		
7. Encouraged children to verbally express their needs and/or feelings to others.		
8. Encouraged children to listen to one another.		
9. Attempted to help peers understand each other's intentions, feelings, needs.		
10. Joined children as a participant in their activities as a facilitator, not a dominator.		
OBSERVATIONS/COMMENTS:	GRAND TOTAL:	

Enhancing Physical Competence, Health and Safety

	Tally	Total
1. Challenged children to try, practice or improve gross motor skills.		
2. Challenged children to try, practice or improve fine motor skills.		
3. Gave the children time to accomplish motor tasks.		
4. Showed understanding of children's limited physical capabilities.		
5. Named and/or discussed body parts and/or body functions with children.		
6. Encouraged the children to use good health and sanitation practices.		
7. Modeled good health practices.		
8. Showed awareness of and acted to remove health hazards in the environment.		
9. Showed concern for children's physical comfort and well-being.		
10. Enforced safety rules.		
OBSERVATIONS/COMMENTS:	GRAND TOTAL:	

Overall Impression

	Yes	No	Didn't see
1. Looked at written plans or records and/or consulted with other staff about children, schedule, procedure, and/or activities.			
2. Appeared to be aware of the schedule and plans by sometimes taking initiative and/or showing leadership in activities and transitions.			
3. Was usually positioned so that she/he could see most of the children at one time.			
4. Often visually scanned the entire area.			
5. Attended to two or more activities simultaneously without losing the flow of either.			
6. Was "authoritative" with the children when necessary.			
7. Gave directions or set limits clearly.			
8. Gave directions or set limits positively.			
9. Spoke to and listened to children at their eye level.			
10. Made eye contact with children and staff when speaking and listening.			
11. Showed pleasure/enjoyment/humor/playfulness by laughing or smiling while interacting with children and staff.			
12. Spoke with pleasant, distinct, well-modulated voice.			
13. Matched her/his non-verbal behavior with the intent of her/ his verbal behavior.			
14. Prevented a problem from occurring.			
15. Responded quickly when misbehavior or problems occurred that required teacher action.			
16. Disciplined the correct child(ren) when misbehavior occurred.			
17. Remained calm and reasonable when setting limits or disciplining misbehaving children.			
18. Refrained from using corporal or humiliating punishment.			
19. Used vocabulary appropriate to the developmental level of the children.			
20. Spoke with correct grammar.			
21. Refrained from comparing children unfavorably.			
22. Refrained from discussing children unfavorably with staff or other adults when the children were present and could hear.			
23. Was aware of and removed safety hazards in the environment.			
OBSERVATIONS/COMMENTS:			

Extending "The Neighborhood" to Child Care

Appendix K

A Research and Demonstration Project funded by the Corporation for Public Broadcasting

Student Observation Form

Observer's Name _____

Student's Name _____

Center's Name or Provider Address _____

Date_____ Time _____ to _____

DIRECTIONS: Observe the child for five minutes, recording his/her behaviors on the list below. In the space provided, list some examples of the behaviors which you observed.

	Tally	Total
1. Positive interpersonal behavior, positive social interaction with peers. Observed Behaviors		
2. Prosocial behavior with peers. Observed Behaviors		
3. Positive social interaction with adults Observed Behaviors		
4. Imaginative play Observed Behaviors		
5. Assertiveness & aggression, demandingness to peers Observed Behaviors		
6. Prosocial aggression Observed Behaviors		
7. Hostile aggression Observed Behaviors		

8. Self regulation/task persistence
time check: minute 1 _____ minute 2 _____
minute 3 _____ minute 4 _____
minute 5 _____

Student Observation Form

Appendix L

Behavior Descriptions

1. Positive interpersonal behavior, positive social interaction with peers.
   Any form of verbal interchange that is positive or neutral (not angry) and is more than fleeting: statements to a peer that call attention to one's actions or accomplishments; showing consideration, giving sympathy, affection, praise, giving reasons for own behavior.

2. Prosocial behavior with peers.
   Cooperation, helping, understanding feelings, showing consideration, affection, praise, comfort, sympathy.

3. Positive social interaction with adults
   All forms of verbal interchange with adults that are positive or neutral in affect and are more than fleeting.

4. Imaginative play
   Pretending an object is something other than what it actually is, or taking a role as some other person, character or object. Can occur alone or with other games.

5. Assertiveness & aggression, demandingness to peers
   Asking peers for what they want, labeling feelings as well as commands and verbal aggression.

6. Prosocial aggression
   Tattling, defending property without counterattack, commands, and enforcing rules.

7. Hostile aggression
   Physical attacks on another person, verbal attacks such as name calling, derogatory remarks and interfering with another's activities.

8. Self regulation/task persistence
   Continually concentrating on an activity with little or no distraction, or making repeated efforts to accomplish a task in which difficulty is encountered.

Developmentally Appropriate Use of Television in Child Care

by Suzanne L. McFarland, Ph.D., The University of Toledo

The National Association for the Education of Young Children has clearly defined developmentally appropriate practice (Bredekamp, 1987). Programs for young children that are developmentally appropriate are defined as being appropriate for the age level of the children served, as well as meeting the individual needs of each child in that program.

Although this position statement on developmentally appropriate practice does not directly address the use of TV in group settings, the principles of that statement can most certainly be applied. The following are some guidelines to aid the child care provider in using television with 3- to 5-year-olds in such a way as to stay consistent with developmentally appropriate practices.

What Kind of Television Program to Use

- Programs should be selected with content that is consistent with the developmental level of the children. The younger the child, the less the program should deal with academic learning such as letter recognition or mathematical facts.
- Programs should be selected with content that is real and meaningful to the child (i.e., pets and leaves), and not abstractions or concepts through simulation (i.e., models of the solar system).
- Programs should be selected with themes that can be easily translated to other classroom activities such as dramatic play, follow-up stories, short discussions, discovery activities, and other related activities.
- Programs should be selected that in no way demonstrate bias against others on the basis of gender, age, race, religion, ethnicity or disability.
- Programs should be selected that do not present violence as a method for solving social problems or for exploring objects and situations.
- Programs should be selected with characters or actors who demonstrate the type of social and intellectual behaviors that are desirable for children to model.

Setting and Timing of Television Use

- Television viewing should be done with the same group of children that the child plays with at other times in the day, and not in a multiple-class setting.
- Children should be free to snuggle with their blankets or favorite stuffed toys during TV viewing.
- Teachers should watch with the children and demonstrate the same viewing behaviors they desire of the children.
- Over the course of each day, children should participate in whole-class activities (circle time, music and movement, story time or television viewing) for not more than a daily total of 10 minutes for each hour in attendance. In other words, a child who attends seven hours a day could participate in **a total of** 70 minutes of whole-class activity, divided into appropriate time periods over the course of the day.
- Alternate activities (such as using markers, modeling clay or puzzles) should be provided during TV viewing so that children who tire of the program can choose another activity.
- Children should never be forced to sit and watch TV.

Safety Factors in Using Television With Children

- Always bolt or strap television sets securely to their carts.
- Never ask a child to help wheel the cart from one location to another.
- Never allow a child to be near the cart when you are moving it from one location to another.
- Always store the TV set and cart away from the play space and out of sight of the children when it is not in use. This could mean storing the set and cart in a closet or some other confined and secured storage area.

The use of television can provide children with experiences and knowledge that supplement a developmentally appropriate program. Teachers are the key to selecting programming that stimulates children's intellectual, social and emotional growth.

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